

GCSE (9–1)

History B (Schools History Project)

J411/41: The Norman Conquest, 1065-1087

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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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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1. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
 6	Level 6
	Noted but no credit given
	Not answered question
	Extendable horizontal wavy line

1. Subject-specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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



High performance 4–5 marks	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance 2–3 marks	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
No marks awarded 0 marks	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
 - i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

Mark Scheme

The Norman Conquest, 1065–1087

Question 1a – 3 marks**In Interpretation A, the artist portrays the ‘Harrying of the North’ as a brutal event. 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 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 artist portrays the Harrying of the North as brutal 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 artist. 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 artist uses colour to make the events seem dramatic and violent. (1) For example, the sky is filled with smoke and cloud. (1) This makes the fire from the burning buildings stand out. (1).*
- The artist contrasts the actions of the Normans with the Anglo Saxon villagers. (1) The Normans are shown as violent, with horses and swords whereas the Saxons are defenseless and there are women and children (1). This makes the Normans seem ruthless and cruel (1).*
- The artist chooses to include emotive images of the people involved (1). For example, two men hanging from the tree in the background (1) makes us feel sympathy and hostility towards the Normans (1).*

Question 1b – 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 establishment of Norman rule between 1067 and 1071.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks Please note that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.	Notes and guidance specific to the question set
Level 3 (5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	<i>Answers may choose to put forward lines of investigation by framing specific enquiry questions but it is possible to achieve full marks without doing this.</i> <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: Reasons for the Harrying (causation), whether all areas of the North were treated in a similar fashion (diversity), whether other methods of control were used alongside this (diversity of response), the impact the Harrying had on the areas where it occurred (change/continuity, consequence, significance) how effective the Harrying was in combatting resistance and rebellion (consequence).</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.	

Question 1b – 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 establishment of Norman rule between 1067 and 1071.	
Guidance and indicative content	
Level 3 (5 marks)	<p>Valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of the establishment of Norman rule between 1067 and 1071.</p> <p><i>[Diversity]</i> <i>Interpretation A gives us the impression that the Harrying was a widespread brutal event with murder and looting committed everywhere by the Normans. I would investigate whether this was the case everywhere across the North, or whether it was only really this violent in particular places. This would help us to understand how serious the impact of the Harrying was on the Anglo Saxon population.</i></p>
Level 2 (3-4 marks)	<p>Valid line of enquiry based on second order concept, e.g.</p> <p><i>[Consequence]</i> <i>I would investigate what the impact of the Harrying was and whether it stopped further rebellions. This would allow us to see how effective and important this type of brutal punishment was in establishing Norman rule.</i></p> <p><i>[Causation]</i> <i>I would look at the reasons that the Normans carried out the Harrying of the North. This would allow us to understand whether it was because the Normans were just harsh rulers or whether they had tried to make peace with the rebels and failed.</i></p> <p>NB: Max 3 marks if there is no indication of how the enquiry would increase understanding of the establishment of Norman rule between 1067 and 1071.</p>
Level 1 (1-2 marks)	<p>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g. <i>I would look for more information about the people that have been hanged. It would be interesting to know why they have been singled out.</i></p> <p>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g. <i>It show the Normans stealing people's property but I would like to know if they really did this.</i></p>
0 marks	

Question 2–12 marks Interpretations B and C both attempt to explain Harold's defeat in 1066. How far do they differ and what might explain any differences?	
Levels AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Maximum 12 marks	Notes and guidance specific to the question set
Level 4 (10–12 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> • (L1) Comparison provenance and source type alone, eg B is from 1125, C from 2016; B is from a medieval chronicle, C was written by a historian; B is from a Norman. • (L1) Undeveloped reasons for differences based on simplistic provenance, eg B was written by the son of a Norman noble. C is written by a modern historian who has done lots of research and isn't biased. • (L2) Individual points of similarity/difference in content: Both interpretations discuss how Harold fought the Battle of Stamford Bridge before Hastings; B says Harold's men deserted him but C says it was the losses in the North that depleted the army. • (L3) Differences in the overall message about Harold's defeat: B is anti-Harold and places the emphasis on his failures as a leader. Malmesbury does not accept that the Battle of Stamford Bridge had any real impact on the outcome. He blames Harold's defeat on his own decisions – breaking his oath to William and not sharing out battle spoils to his men. However, C does not blame Harold in any way but places more importance on the impact of the Battle of Stamford Bridge ('Once again ...', 'weary housecarls') and portrays that battle as a great victory for Harold. She paints Harold and the Saxon army in a very positive light, saying they 'stood firm' against William. • (L4) Comparison as L3, plus developed reasons for differences – position of Malmesbury in Interpretation B: As a monk, Malmesbury is more likely to view Harold's defeat as having lost God's favour and therefore places emphasis on the betrayal of his oath to William. OR As a monk in the Norman church, Malmesbury would be anti-Harold because the Normans had control of the church by 1087 and he was employed by the church. OR As the son of a Norman noble, Malmesbury was not likely to emphasise Harold's bad luck (or more likely to highlight Harold's failures). <p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates</i></p>
Level 3 (7–9 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 2 (4–6 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 1 (1–3 marks) Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
0 marks No response or no response worthy of credit.	

	<p><i>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 2–12 marks	
Interpretations B and C both attempt to explain Harold's defeat in 1066. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10–12 marks)	<p>Valid comparison of portrayals in B and C, with support. Difference explained with the <u>purpose</u> or <u>motivation</u> of INTERPRETATION B, e.g.</p> <p><i>As L3, plus:</i> <i>I think the reason that B is keen to blame Harold is because, as the son of a Norman noble, Malmesbury wants to give all the credit to William so his victory seems even greater. So he was not likely to emphasise Harold's bad luck.</i></p> <p><i>[Alternatively, as a monk, Malmesbury is more likely to view Harold's defeat as evidence that he lost God's favour and therefore places emphasis on the betrayal of his oath to William. OR As a monk in the Norman church, Malmesbury would be anti-Harold because the Normans had control of the church by 1087 and he was employed by the church.]</i></p> <p>NOTE: The nature of C means that any comments on this interpretation are likely to be of Level 1 quality.</p>
Level 3 (7–9 marks)	<p>Valid comparison of portrayals in B and C with support from one or both interpretations, e.g.</p> <p><i>B is anti-Harold and places the emphasis on his failures as a leader. Malmesbury does not accept that the Battle of Stamford Bridge had any real impact on the outcome. He blames Harold's defeat on his own decisions – breaking his oath to William and not sharing out battle spoils to his men. However, C does not blame Harold in any way but places more importance on the impact of the Battle of Stamford Bridge ('Once again ...', 'weary housecarls') and portrays that battle as a great victory for Harold. She paints Harold and the Saxon army in a very positive light, saying they 'stood firm' against William.</i></p> <p>NOTE: Answers with support from only one interpretation award 7 marks</p>
Level 2 (4–6 marks)	<p>Selects individual points of similarity or difference, e.g.</p> <ul style="list-style-type: none"> <i>Both interpretations discuss how Harold fought the Battle of Stamford Bridge before Hastings.</i> <i>B says Harold's men deserted him but C says it was the losses in the North that depleted the army.</i> <p>Alternatively, valid comparison of portrayals with no support, e.g. <i>Interpretation B blames Harold for his own defeat at Hastings but C is much more sympathetic and suggests he was very unlucky.</i></p> <p>Alternatively, motivation/purpose of B used to explain its portrayal – no comparison, e.g. <i>I think B blames Harold because it was written by a monk who is more likely to view Harold's defeat as evidence that he lost God's favour and he therefore places emphasis on the betrayal of his oath to William.</i></p>
Level 1 (1–3 marks)	<p>Comparison of simplistic provenance, e.g. <i>They are different because B is from an 1125 chronicle but C is from an article written by a modern historian.</i> <i>They are different because was written by the son of a Norman noble who is biased towards William but C is from a modern historian who is more balanced.</i></p> <p>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g. <i>Interpretation B talks about Harold's oath to William. Interpretation C says that Harold won a victory at Stamford Bridge.</i></p>
0 marks	

Question 3*–20 marks The website Historic-UK.com argues that ‘the arrival of the Normans in 1066 led to a new age of castle construction.’ How far do you agree with this view of fortifications and castles in England before and after the Norman Conquest?	
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 nature and purpose of pre-conquest fortifications and Norman castles in England to 1087.</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 similarities and differences between pre-Conquest fortifications and Norman castles before 1087.</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>	<i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of different fortifications and castles); change and continuity (how castle-building changed and stayed the same (1065-1087); and causation and consequence (what created the variety in castle-building) but reward appropriate understanding of any other second order concept.</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>	<i>Grounds for agreeing include: The design of motte and bailey castles as largely new in England, eg earth built motte, topped with a wooden tower as well as a larger bailey, defended by wooden palisade – different to the burh-geats of Saxon thegns; the number of castles built by 1087/ scale of castle-building as compared to pre-1066, eg 35 by 1071 and around 500 by 1087.</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>Grounds for disagreeing include: The building of William’s first castles on sites where there were</i>

<i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<p>Level 1 (1–4 marks)</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>0 marks</p> <p>No response or no response worthy of credit.</p>	<p>existing structures, eg Pevensey, where the Normans simply strengthened a fortification that had been there since Roman times and Hastings, where an iron age fort was reused; the existence of motte and bailey castles before 1066 as a result of Edward's building, eg Anglo Saxon chronicle in 1051 mentions three in Herefordshire; the existence of burh-geats could also be used to challenge the statement – the Anglo Saxons may not have known the word castle until 1051, but the Saxon thegns were still building defensive structures, not unlike castles – archeological evidence has shown that these structures had high earth walls and deep ditches, possibly with a wooden palisade on top.</p>

Question 3*–20 marks	
The website Historic-UK.com argues that ‘the arrival of the Normans in 1066 led to a new age of castle construction.’ How far do you agree with this view of fortifications and castles in England before and after the Norman Conquest?	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks, e.g.</p> <p><i>In some ways this view could be challenged. For example, a few motte and bailey castles had existed in England in 1066. The Anglo-Saxon Chronicle mentions three castles being built in Herefordshire, near the Welsh border, as early as 1051. They were built by the Normans for Edward the Confessor, at least 15 years before William’s invasion. Another way in which this interpretation may be challenged is the existence of burh-geats. Anglo Saxons thegns had built defensive structures prior to 1066. Archeological evidence has shown that these structures had high earth walls and deep ditches, surrounding and protecting the thegns’s hall. This makes them quite similar to a castle.</i></p> <p><i>However, there is a wealth of evidence which supports the interpretation. The design of Norman motte and bailey castles was largely new in England. They consisted of an earth motte topped with a huge wooden watchtower, and were surrounded by a wooden palisade. These looked quite different to the burh-geats of Saxon thegns and were primarily built to intimidate and control the local population rather than protect it. Additionally, the sheer number of castles built between 1066 and 1087 shows that this was a ‘new age’ of castle construction. There were 35 by 1071 and 500 by 1087, showing the vast scale of castle construction.</i></p> <p><i>Overall I think the interpretation is correct. Although the castle was not completely unheard of in 1066, the range of castles was very limited and already associated with Normans. By 1087 it would not be possible for many English people to not understand what a castle was or what it was for. Indeed many had been forced to build them, and they had become a symbol of Norman oppression. This was not the case with Saxon burh-geats.</i></p>
Level 4 (13-16 marks)	<p>Balanced or one-sided argument; three explained points of support, e.g.</p> <p><i>In some ways this view could be challenged. For example, a few motte and bailey castles had existed in England in 1066. The Anglo-Saxon Chronicle mentions three castles being built in Herefordshire, near the Welsh border, as early as 1051. They were built by the Normans for Edward the Confessor, at least 15 years before William’s invasion. However, there is a wealth of evidence which supports the interpretation. The design of Norman motte and bailey castles was largely new in England. They consisted of an earth motte topped with a huge wooden watchtower, and were surrounded by a wooden palisade. These looked quite different to the burh-geats of Saxon thegns and were primarily built to intimidate and control the local population rather than protect it. Additionally, the sheer number of castles built between 1066 and 1087 shows that this was a ‘new age’ of castle construction. There were 35 by 1071 and 500 by 1087, showing the vast scale of castle construction.</i></p>
Level 3 (9-12 marks)	<p>One sided argument, two explained points of support, e.g.</p> <p><i>There is a wealth of evidence which supports the interpretation. The design of Norman motte and bailey castles was largely new in England. They consisted of an earth motte topped with a huge wooden watchtower, and were surrounded by a wooden palisade. These looked quite different to the burh-geats of Saxon thegns and were primarily built to intimidate and control the local population rather than protect it. Additionally, the sheer number of castles built between 1066 and 1087 shows that this was a ‘new age’ of castle construction. There were 35 by 1071 and 500 by 1087, showing the vast scale of castle construction.</i></p> <p>Alternatively, balanced argument; one explained point on each side, e.g.</p> <p><i>In some ways this view could be challenged. For example, a few motte and bailey castles had existed in England in 1066. The Anglo-Saxon Chronicle mentions three castles being built in Herefordshire, near the Welsh border, as early as 1051. They were built by the Normans for Edward the Confessor, at least 15 years before William’s invasion. However, the sheer number of castles built between 1066 and 1087 shows that this was a ‘new age’ of castle construction. There were 35 by 1071 and 500 by 1087, showing the vast scale of castle construction.</i></p>

Level 2 (5-8 marks)	<p>One sided argument; one explained point of support, e.g.</p> <p><i>I agree. The sheer number of castles built between 1066 and 1087 shows that this was a 'new age' of castle construction. There were 35 by 1071 and 500 by 1087, showing the vast scale of castle construction.</i></p>
Level 1 (1-4 marks)	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <p><i>No, I don't agree because Saxon burh-geats were quite similar to castles.</i></p> <p>Alternatively, description of Norman castles / castle building / Saxon fortifications without linking this to the question, e.g.</p> <p><i>The Normans generally built motte and bailey castles which consisted of a mound of earth topped with a wooden tower and palisade.</i></p> <p>Alternatively, valid but general assertions, e.g.</p> <p><i>Yes, the castles were associated with Normandy and a relatively new thing in England.</i></p>
0 marks	

<p>Question 4*–20 marks In her 1996 history magazine article ‘The Trauma of 1066’, historian Elizabeth von Houts argues that the Norman Conquest had ‘a catastrophic impact on the English population.’ How far do you agree with this view of the impact of the Norman Conquest on English society to 1087?</p>	
<p>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</p>	<p>Notes and guidance specific to the question set</p>
<p>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></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the impact of the Norman Conquest on English society to 1087.</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 positive and negative impacts of the Norman Conquest on the English population.</i></p>
<p>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></p>	<p><i>Answers are most likely to show understanding of change and consequence (impact of Conquest), causation (reasons for the impact) and diversity (how the Conquest impacted upon different groups of people) but reward appropriate understanding of any other second order concept.</i></p>
<p>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></p>	<p><i>Grounds for agreeing include: Dispossession of land by English thegns – English left with 5% of land by 1087; migration of the English elite to Scotland, Ireland and Europe; punishments for rebellions, eg Harrying of the North; impact of castle building, eg building on top of important Saxon sites, forcing Saxons to build castles and tearing down of houses as in Coventry; the number of free ceorls fell dramatically; changes to laws which disadvantaged the English, eg Murdrum Fine and Forest Laws; financial consequences, eg Norman Lords charging peasants for using their mills and increasing rents plunged many into poverty; towns in rebellious areas were attacked – towns like York, Lincoln, Norwich and Oxford suffered a fall in population; increases in the geld/taxation; loss of Anglo Saxon religious traditions/culture, eg saints of the Anglo-Saxons disappeared.</i></p>
<p>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</p>	<p><i>Grounds for disagreeing include: For some sections of society,</i></p>

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>	<i>daily life continued as usual: England continued to be a rural society with 90 percent of the population working in agriculture; the Normans started to get rid of slavery – by 1086 the number of slaves in England had fallen by 25%; expansion of Saxon towns / creation of new towns under the Normans; rebuilding of cathedrals, eg Canterbury, York and Durham – much larger and more beautiful than Saxon buildings; revived English monasteries after they had been ravaged by Viking invasions.</i>
Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 4*–20 marks	
In her 1996 history magazine article ‘The Trauma of 1066’, historian Elizabeth von Houts argues that the Norman Conquest had ‘a catastrophic impact on the English population.’ How far do you agree with this view of the impact of the Norman Conquest on English society to 1087?	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks, e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, following the rebellions, William took land off English landowners. The impact on the English elite could be described as catastrophic. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. In addition, the new Norman lords ruled their lands harshly. In some places, the English were prevented from fishing in the lord's river and were no longer allowed to collect firewood in the lord's forest. Norman lords often charged peasants high fees for using their water mills to grind corn. So it was catastrophic for ordinary people too.</i></p> <p><i>However, there is also evidence to challenge the interpretation. For example, the Normans banned the slave trade. The Domesday Book shows us that by 1086 the number of slaves in England had fallen by around 25%. So the Conquest may not have been actually positive for those right at the bottom of society. Also, the English population would have benefitted from the Normans' new religious buildings. The Normans revived England's monasteries; many of these had been wiped out during Viking invasions. They rebuilt cathedrals like Canterbury, York and Durham. These were much larger and more beautiful (built in a 'Romanesque' style).</i></p> <p><i>Overall though I think for the majority of the population it was 'catastrophic', at least in 1087. Things like the building of cathedrals had not made much of an impact by then. The banning of slavery was a significant improvement but this only affected 10-30% of the population. For the majority, it was catastrophic to deal with loss of land and harsh rule which came as a devastating shock.</i></p>
Level 4 (13-16 marks)	<p>Balanced or one-sided argument; three explained points of support, e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, following the rebellions, William took land off English landowners. The impact on the English elite could be described as catastrophic. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners.. In addition, the new Norman lords ruled their lands harshly. In some places, the English were prevented from fishing in the lord's river and were no longer allowed to collect firewood in the lord's forest. So it was catastrophic for ordinary people too. However, there is also evidence to challenge the interpretation. For example, the Normans banned the slave trade. By 1086 the number of slaves had fallen by around 25%. So the Conquest may not have been actually positive for those right at the bottom of society..</i></p>
Level 3 (9-12 marks)	<p>One sided argument, two explained points of support, e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, following the rebellions, William took land off English landowners. The impact on the English elite could be described as catastrophic. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners.. In addition, the new Norman lords ruled their lands harshly. In some places, the English were prevented from fishing in the lord's river and were no longer allowed to collect firewood in the lord's forest. Norman lords often charged peasants high fees for using their water mills to grind corn. So it was catastrophic for ordinary people too.</i></p> <p>Alternatively, balanced argument; one explained point on each side, e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, following the rebellions, William took land off English landowners. The impact on the English elite could be described as catastrophic. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. However, there is also evidence to challenge the interpretation. For example, the Normans banned the slave trade. The Domesday Book shows us that by 1086 the number of slaves in England had fallen by around 25%. So the Conquest may not have been actually positive for those right at the bottom of society.</i></p>

Level 2 (5-8 marks)	<p>One sided argument; one explained point of support, e.g.</p> <p><i>I agree. Following the rebellions, William took land off English landowners. The impact on the English elite could be described as catastrophic. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners.</i></p>
Level 1 (1-4 marks)	<p>Identification of reason(s) to support/challenge without full explanation, e.g. <i>No, I don't agree because the Normans banned slavery.</i></p> <p>Alternatively, description of impact of Norman Conquest without linking this to the question, e.g. <i>In 1067 and 1068, William introduced huge increases in the geld.</i></p> <p>Alternatively, valid but general assertions, e.g. <i>Yes, the Norman Conquest was catastrophic for people like the English landowners. They also caused devastation.</i></p>
0 marks	

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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