
GCSE
HISTORY
8145/2B/A

Paper 2 Section B/A Norman England, c1066–c1100

Mark scheme

June 2020

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0	1
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How convincing is **Interpretation A** about towns in Norman England?

Explain your answer based on your contextual knowledge and what it says in **Interpretation A**.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)

Level 4: **Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding** **7–8**

Extends Level 3.

Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.

For example, the interpretation is convincing because between 1066 and 1100, 21 new towns were built around England and it describes how well the townsfolk were treated by the Normans. They became wealthy they paid services and taxes to the lord and they could buy and sell property. Lincoln for example had 970 burgesses. Burgesses might be craftspeople such as goldsmiths or merchants and each of them formed guilds which had a lot of power. The King might grant them a franchise to hold a market or fair.

Level 3: **Developed evaluation of interpretation based on contextual knowledge/understanding** **5–6**

Extends Level 2.

Students may progress from a simple evaluation of the interpretation by extended reasoning supported by factual knowledge and understanding of more than one aspect of the interpretation.

For example, the interpretation is convincing because it describes how the economy was boosted after the Norman conquest. Under the Normans towns grew around cathedrals which they built for example at Durham, Ely, and Winchester. They also built castles for their defence in towns like York and Lincoln and destroyed houses to build them. However, these castles boosted the town which grew around them and became a centre for trade which grew. There were obvious links with Normandy and towns in Europe where there was a trade in wool to Flanders and wine from Gascony to Bristol.

Level 2:	Simple evaluation of interpretation based on contextual knowledge/understanding	3–4
	Students may progress from a basic analysis of interpretation by reasoning supported with factual knowledge and understanding based on one aspect of the interpretation. For example, it is true that the Normans built castles and towns grew near them. The castles protected the Norman nobles and became centres for trade. The Normans destroyed houses to make way for castles but also built new houses. By 1086 they had built over 300 in Bury St Edmunds. For example, it is true that agriculture was the most important thing it produced food for the people and things for them to trade such as wool. This meant the towns on the coast, like Southampton, grew as centres of international trade.	
Level 1:	Basic analysis of interpretation based on contextual knowledge/understanding	1–2
	Answers may show understanding/support for interpretation, but the case is made by assertion/recognition of agreement. For example, the Normans traded salt and wool. Towns were where they had markets and fairs.	
	Students either submit no evidence or fail to address the question	0

0 2

Explain what was important about the feudal system under the Normans.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of consequences** **7–8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation by extended analysis of the consequences of the stated development (the feudal system) in the broader historical context (Norman England). This is supported by factual knowledge and understanding.

For example, the feudal system became more formally defined under the Normans, for example knights had to promise to do 40 days of military service. The King and his nobles gained rights to tax tenants when they died or widows remarried, this increased the powers of patronage. The feudal system developed because although there were fewer slaves there were also fewer free men under the Norman system.

Level 3: **Developed explanation of consequences** **5–6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the Normans developed the feudal system because William increased the number of earls compared to Anglo-Saxons times. He made sure that the land they held or separated in different places which meant they could not rebel against him as easily as their supporters were scattered. William made sure that the Norman nobles who had supported him in the Conquest were rewarded with land in England.

The feudal system existed before the Norman conquest but it evolved under

the Normans. It was based upon the land and in return for the land William's subjects gave him loyalty and services. For the King it provided him with an army. Each bit of land carried with it a number of knights that had to be provided for the King in times of war. Unlike the Saxons they had to take an oath to their Lord to provide military service. William had his own household knights and these were similar to the housecarls of Saxon times. For the rest of the army the Normans continued to use the fyrd like the Saxons.

Level 2: Simple explanation of one consequence **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation by simple reasoning of **one** of the identified consequences, supported by factual knowledge and understanding.

For example, the feudal system was a way of sharing out the land and everyone knew what they had to do for it. The King gave out land to his barons who fought for him and the barons gave it to their knights who then shared it with the peasants in return for food, shelter and protection. It held the society together.

Level 1: Basic explanation of consequence(s) **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify consequence(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the feudal system meant that everybody knew their place below the King, William the Conqueror.

Students either submit no evidence or fail to address the question **0**

0 3

Write an account of the ways in which the Normans changed monastic life in England.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex analysis of change(s)** **7–8**

Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed narrative of change(s) with complex reasoning supported by a range of accurate and detailed factual knowledge and understanding. For example, an explanation of different impacts/consequences of change in the broader historical context.

For example, the Normans made monasteries improve their standards so that they caught up with the standards in Europe. Lanfranc led these reforms. Archbishop Lanfranc became Archbishop of Canterbury in 1070 he tried to reform the church and monastic life. He wanted to stop pluralism, simony, and nepotism. He made a monk's life much stricter and pious with regular services and he did not allow the monks to have wives. Although some monks objected to the changes such as in Durham or Glastonbury, they were enforced.

Level 3: **Developed analysis of change(s)** **5–6**

Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple narrative of change(s) with extended reasoning supported by a range of factual knowledge and understanding.

For example, under the Normans monastic life became stricter they reinforced the rule of Saint Benedict which demanded poverty, chastity, and obedience. William de Warenne persuaded the Cluniacs to set up a Priory near his Castle at Lewes between 1078 and 1082.

Level 2: Simple explanation of one change(s) 3–4
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic narrative of change(s) by showing a simple understanding of consequence(s) with supported with factual knowledge and understanding.

For example, Normans introduced many Cluniac monks to England. By the end of the eleventh century there were 36 Cluniac monasteries in England.

Level 1: Basic explanation of change(s) 1–2
Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question

Students identify a basic narrative of change(s), which is relevant to the question.

For example, William brought monks from Normandy to run abbeys in England.

Students either submit no evidence or fail to address the question 0

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0 4

'Leadership was the main reason for success in battle during the Norman period'.

How far does a study of **the Battle of Hastings** support this statement?

Explain your answer.

You should refer to **the Battle of Hastings** and your contextual knowledge.

[16 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

Explain and analyse historical events and periods studied using second-order concepts (AO2:8)
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

To support their answer students could include aspects of the site such as: location, function, structure, design, people connected with the site, how the site reflects culture, values and fashions of the time and how the site links to important events and/or developments of the specified period.

Level 4:

Complex explanation of causation leading to a sustained judgement
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

13–16

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of causation by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, perhaps the battle was lost long before Hastings. Harold assumed he could wear William's troops down through attrition over a long day's fighting. He had seen William's defensive strategies in Normandy. Perhaps he assumed William would be cautious again but there were other examples of William seizing an opportunity. Perhaps for this reason Harold was prepared to risk his troops, tired after Stamford Bridge. He expected to wear William down but the loss of his half-brothers prevented him taking advantage of opportunities to counter-attack and in the end William was lucky to be able to exploit an opportunity and the advantage his archers gave him.

Level 3: Developed explanation of causation **9–12**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answers may suggest that one factor has greater merit.

Students may progress from a simple explanation of **causation to** a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, innovative tactics were important in the battle. Harold and the Anglo-Saxons had chosen a good location for the battle and the fact that it lasted so long proved this. Whereas Harold could afford a stalemate, William needed a victory so he was forced to use the feigned retreat as a repeated tactic to weaken the shield wall he faced. He had used this before and had highly trained professional knights to carry it out. It was not accidental.

For example, the reason battles were won or lost was often due to communication. Harold fought on foot whereas William fought on horseback and could see more of the battle. He supposedly had three horses killed under him so he realised the importance of being on horseback. Harold was not able to take advantage of the first retreat of the Normans because he could not communicate with Gyrth and Leofwine who were killed early on and might have led the Saxons to take advantage of the Norman retreat. Harold saw from the top of the hill but, once the fighting started, less of the whole picture of the battle whereas William could see more, rally his troops and move around the battlefield more easily, showing himself to be alive when he needed to.

Level 2: Simple explanation of causation **5–8**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Students may progress from a basic explanation to a simple explanation of **causation** by simple reasoning supported with factual knowledge and understanding of the site.

For example, the battle of Hastings shows that technology was important as well as leadership because the Normans had knights on horseback and archers but Harold did not. However, he did choose a good place to fight.

Level 1:	Basic explanation of causation Answer demonstrates basic knowledge and understanding that is relevant to the question Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit. Students recognise and provide a basic explanation of causation For example, William was a great leader who got his men to pretend to retreat and then killed Harold's men when they chased them.	1–4
	Students either submit no evidence or fail to address the question	0