



GCSE

HISTORY

8145/2B/A

Paper 2B/B Norman England, c1066-c1100

Mark scheme

Additional Specimen Material

Version E1

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 Assessment Writer.

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.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<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	4 marks
Intermediate performance	<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	2–3 marks
Threshold performance	<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	1 mark
No marks awarded	<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	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1
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How convincing is **Interpretation A** about the impact of the Normans on English monasteries?

Explain your answer using **Interpretation A** and your contextual knowledge.

[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, I think it is very convincing because the new Norman abbots had a great impact and brought reform. England was a little bit behind continental church reform led by the Papacy. But some change was structural rather than intellectual like more use of Latin. The Norman Archbishop Lanfranc held several church councils in England to encourage reform and tried to stop the marriage of priests, and the selling of church offices. Whilst the Pope had supported William's invasion there was some tension between Pope Gregory VII over his claims to overlordship of England.

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, I think this is convincing because they did change things, it says that the monks had to accept 'new superiors' and I know that the Abbots of Canterbury, Glastonbury, Tavistock, and Winchester were all removed because William the Conqueror could not rely on their loyalty. By 1072 men from Normandy had replaced them.

I think it is convincing because it says that they 'built new monasteries' and I know that monks were sent over from Normandy and William de Warenne set up a Cluniac Priory near his Castle at Lewes, by the end of the 11th century there were 36 Cluniac houses or monasteries.

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, I think it is quite convincing because it says they had 'new superiors' and the new Norman abbots spoke Norman French which the Anglo-Saxon monks would not understand. The new abbots did not like or respect the old English saints.

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, answers stating it is convincing because it shows the Normans built many new monasteries. They brought over monks from Normandy for these monasteries.

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

0	2
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Explain what was important about land holding and lordship in Norman 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 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 (changes to landholding) in the broader historical context (Norman England). This is supported by factual knowledge and understanding.

For example, although William’s distribution of land made lordships more compact the impact of this would have been affected by nobles who then granted out pieces of land to their followers. When there were revolts by nobles William broke up the compact lordships such as with the Earl of Shrewsbury, who controlled most of Shropshire.

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, land was shared out amongst the 200 or so tenants in chief. The Anglo-Saxons had a half a dozen very wealthy earls, some wealthy thanes, and then many minor landholders. But it was important that William had changed the balance of land holding between the king and the nobility. There were now 200 or so who were not as rich as an earl in Edward the Confessor’s time but much wealthier than an Anglo-Saxon thane.

For example, what was important about landholding was William gave out more consolidated, compact lordships such as were common in Normandy.

Sometimes he just dispossessed in English noble and gave one of his followers their land, sometimes he gave big blocks of land in areas that were militarily sensitive, like Cheshire. Sometimes he lumped together bits of land from many minor landowners. Sometimes the local Norman Lord took land because on the ground it made geographical sense and they could do it. This was a major change in the pattern of landholding.

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, supporting by factual knowledge and understanding.

For example, it was important that the king gave out land to his followers it was given out in much more compact units rather than the old Anglo-Saxon estates which tend to be more widely scattered. William would lump together the lands of small landholders and give them to a single new Norman Lord. This was important because it would have been a big change.

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 king owned all of the land because he had conquered it.

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

0	3
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Write an account of the ways in which the lives of Anglo-Saxon villagers stayed the same 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 analysis of change/continuity(s/ies)** **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/continuity(s/ies) 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, 90% of the population lived in the countryside. Little changed unless you lived near a forest. There was no new manorial system imposed on England after the conquest the traditions and organisation stayed the same. Danelaw custom survived in the North and East of England. Usually several villages were grouped together under a lordship which was a manor. In the centre of every village is a large house occupied by the Lord or his bailiff.

Level 3: **Developed analysis of change/continuity(s/ies)** **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/continuity(s/ies) with extended reasoning supported by a range of factual knowledge and understanding.

For example, one continuity that changed little was the relationship of the villein to his land as well as working for the Lord, he could not leave his land and he paid a fine – the ‘merchet’ when his daughter married and ‘heriot’ when he took over the land from his father. The villein could be taxed by his Lord.

For example, although the Normans made great changes to the aristocracy and the upper levels of the English church, but for most ordinary peasants the

structure of their village remain the same, they would see the same people doing their jobs around the village – the bailiff, the reeve, the miller, the parish priest. If they were villeins then there may be some free tenants who paid money for their property, and below them would be cottars who had smallholdings of about 2 hectares who worked on the Lord’s land one day a week and provided hired labour.

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

Students may progress from a basic explanation of similarity by reasoning supported with factual knowledge and understanding which might be related to, for example, **one** of the identified similarities.

For example, things stay the same for the villeins who made up most of the medieval village. They had to work their holdings in the open field and on certain days of the week work for the Lord on his land which was ‘week work’ and then at busy times like harvest do ‘boon-work’.

Level 1: Basic explanation of similarity/similarities **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify similarity/similarities, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the lives of many ordinary people did not greatly change after the conquest. The name of the Lord of the Manor may have changed but that did not change the everyday farming work that most villeins did.

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
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'Luck was the main reason for the outcome of battles in this period.'

How far does a study of the **battle of Stamford Bridge** support this statement?

Explain your answer.

You should refer to the **battle of Stamford Bridge** 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 causes leading to a sustained judgement** **13–16**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

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 causes by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, I would disagree that luck was the main reason in most medieval battles because leadership was an important cause of victory or defeat. Harold showed himself to be an able commander whereas Hadrada and Tostig made mistakes and poor decisions. When they were killed their soldiers were split into smaller groups that were easily surrounded and killed. The choice of battleground seems decisive – why didn't the Norwegians defend the river crossing or bridge on the west side of the River Derwent?

Level 3: Developed explanation of causes **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 cause(s) to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, there was bad luck that influenced the way the battle went at Stamford Bridge because the Norwegians did not have their full army with them and had to send back to the fleet for reinforcements and they had made the poor decision in the warm sun not to bring the chainmail which they had to fetch. Although the reinforcements did temporarily hold up the English advance they were too little and too late to change the outcome of the battle. But you could say that the skill of their leaders was a reason because the Norwegians did not post advanced guards and so were surprised at Harold's army. They did not recognise the shimmering being sunlight reflecting from the English chainmail and shields as they advanced towards them.

For example, however the reason for the outcome of medieval battles can sometimes be put down to bad tactics so it was a good decision to form a shield to respond to mounted troops and allow the rest of the Norwegian army to prepare itself on the east side of the river. It has been suggested that the decision not to fight and defend the river crossing was based on the boggy ground that would not be firm enough for the use of a proper shield wall. There are doubts whether there was actually a bridge or a ford at Stamford Bridge which was defensible. The rest of the English army did not try to go across the river perhaps because it was too deep for men in armour so the single Norwegian defender with the axe could have held them up.

Level 2: Simple explanation of cause(s) **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 cause(s) by simple reasoning supported with factual knowledge and understanding of the site.

For example, there was some luck involved in causing defeat in the battle but quite simply King Harold had more men than the Norwegians. Being outnumbered they were at a disadvantage from the start. This is what probably caused their shield wall to collapse on the flat land to the east of the river.

Level 1:	Basic explanation of cause(s)	1–4
	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 cause(s)	
	For example, the Norwegian army under Hardrada and Tostig were surprised by Harold’s army approaching from the higher ground to the west from York.	
	Students either submit no evidence or fail to address the question	0