

GCSE
HISTORY
8145/2B/A

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

Mark scheme

June 2021

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.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2021 AQA and its licensors. All rights reserved.

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
---	---

How convincing is **Interpretation A** about English village life after the Norman Conquest?

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 William left the structure of landholding the same apart from giving some extra to the church. The Forest laws were new and stopped peasants hunting to supplement their diets particularly in winter when food supplies are running low. Peasants might also be fined if a Norman was killed and they would have to pay a murdrum fine. Most Norman lords looked upon their English land as a source of income and might not spend much time there.	
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 is true that the Normans increased rent and taxes and much of the money went back to Normandy but otherwise life stayed the same. Strip farming was normal, growing wheat, rye, and barley and it was always a struggle to get enough food to survive the winter months. The nobles depended for their own food on the majority of the population farming the land.	
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, the peasants still had a Lord it was just that it was now a Norman one. Peasants still ate the same basic food that is bread, porridge or vegetable stew.

The Forest laws were meant to protect the animals so that the nobles could hunt them. Peasants had been used to poaching so they would not like the new Forest laws.

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, after the Norman Conquest village life for most Anglo-Saxons remained the same because it was a hard life to produce enough food to survive every year. Most people worked on the land.

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

0	2
---	---

Explain what was important about learning and education 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 (learning and education) in the broader historical context (Norman England). This is supported by factual knowledge and understanding.

For example, with the reform of the monasteries, education happened more in grammar schools which were built for example in Northampton, Exeter, Lincoln and Oxford. Grammar schools educating children at the age of 10 for about four years. They learned Latin grammar as well as how to write and speak the language.

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 church controlled schools where they taught Latin, music, mathematics and law. As it was needed for future priests and monks and music for the church services. Astronomy and mathematics helped them work out the church calendar. Education was about producing priests and some children of nobles were educated.

The Normans had a big influence on the language of England, that it was the official language many people spoke Norman-French which was spoken by the upper classes and gradually absorbed Anglo-Saxon words to become Anglo-Norman but the peasants still spoke English.

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, the Normans increased the number of schools and French began to influence the English language but Latin was still used for writing and was the language of Christianity.

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 church dominated learning and education in England at this time.

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

0 3

Write an account of the ways in which the legal system changed 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(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 changed the way land is inherited because under the Anglo-Saxons it was common to divide up land amongst families. As the Normans wanted to keep estates intact and therefore control an area after a death, the Normans introduced the idea of primogeniture by which the eldest son inherited the land or titles from his father. The Normans also increased their control by introducing murdrum fines to stop Anglo-Saxons killing Norman knights and earls.

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, the Normans kept much of the Anglo-Saxon system. But William created many more earldoms than in Anglo-Saxon times based on Shire towns. New castles with Courts were run by the sheriff in these Shire towns. The Shire courts which collected taxes and raised armies declined in importance as honorial courts took over. Royal officials were often sent to oversee these courts. Gradually the Anglo-Saxon sheriffs were replaced with Norman ones because loyal sheriffs were vital to keep control over the

kingdom. The Normans kept much of the Anglo-Saxon system for symbolic reasons as it reinforced the idea that the Normans were lawful rulers.

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, the Normans continued to use the Shire courts and hundred courts from Anglo-Saxon times. However the influence of the Shire courts declined as the honorial courts were used more frequently for local issues often about the land.

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, the Normans introduced ordeal by combat where you had to prove that you were innocent by fighting.

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
---	---

'The main reason for castle building during the Norman period was to impress.'

How far does a study of **the White Tower** support this statement?

Explain your answer.

You should refer to **the White Tower** 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** **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 causation by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, the White Tower was a multifunction building. From the outside it certainly impressed. The Anglo-Saxons would not have seen anything like it. It dominated the most important town in the country. It kept a potentially rebellious population under control. It partly had a residential function but might not have been luxuriously comfortable, however it was acceptable in dangerous times and therefore could be a place of retreat. It could also be used as a meeting place to overawe visitors with its stark, powerful features. It served a deeply symbolic function for the Normans, and the conquered Anglo-Saxons.

Level 3:	<p>Developed explanation of causation 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.</p> <p>Extends Level 2.</p> <p>Answers may suggest that one factor has greater merit.</p> <p>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.</p> <p>For example, the White Tower was built deliberately in London to impress the inhabitants. London had supplied Harold soldiers after he marched south from the battle of Stamford Bridge to confront William at Hastings. London was a crucial trading port. William did not want to damage it so he marched clockwise from the West around it, destroying the hinterland in order to bring the Londoners to accept him. After a wooden castle, he built the White Tower to remind them that he was in control.</p> <p>For example, the White Tower was designed to control London through its size, height and thickness of the walls, all of which provided safety. It had some defensive features, such as the original entrance which was on the first floor so the wooden steps could be removed and the sunken roof protected it from missiles thrown by catapult. Its main feature was to overawe and deter any hostile action. Internally it had a residential function and could be used as a meeting place for government work.</p>	9–12
Level 2:	<p>Simple explanation of causation 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.</p> <p>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.</p> <p>For example, the White Tower along with Montfichet Tower and Baynard’s Castle were meant to dominate the city and the River crossing to Southwark. The Motte and Bailey castles became symbols of the Norman conquest and they were dotted across the countryside by the Normans everywhere they went.</p>	5–8
Level 1:	<p>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.</p>	1–4

Students recognise and provide a basic explanation of **causation**

For example, the White Tower was an impressive stone building, something which Anglo-Saxons had never seen before on this scale. It was designed to intimidate the Londoners.

Students either submit no evidence or fail to address the question

0