

GCSE
HISTORY
8145/2B/A

Paper 2 Section B/A

Norman England, c1066–c1100

Mark scheme

June 2022

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 © 2022 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 what happened after the death of Edward the Confessor?

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 the Witan were a group of nobles and leading churchmen who could suggest an heir or be guided by the dead king's wishes. But the method of choosing the next king was not certain and no wonder Duke William was shocked as he thought that he had Harold's support when he took an oath to support his claim in 1064. Harold Godwinson said it was only a personal oath, not to William as King of England, and he was a prisoner of William at the time so he was threatened.

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 the prospect of invading England was a dangerous one. He would have to assemble an invasion fleet, and troops and make sure that while he was away Normandy was not invaded by his European enemies. And he had to get people on his side which he did when the Pope supported his claim and invasion as a holy war.

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 Harold was the most important earl in England as the Earl of Wessex he was a deputy king for Edward and also his brother-in-law. He expected to be king.

For example, it is true that William was a successful and brutal warrior in conquering Maine in 1048/49 when, insulted by the citizens of Alencon, he cut off their hands and feet. He had to keep up this fearsome reputation.

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, Edgar was Edward the Confessor's nearest blood relative. But he was only a child in 1066. He had no money and no soldiers.

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

0	2
---	---

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

For example, what was important about Norman Castle building was that it had a strategic and symbolic purpose. The Anglo-Saxons had fortifications but nothing like the castles which the Normans built. In many towns they had to destroy the existing houses to make space for their castle and taxed the English to pay for them. So, there was clearly a shock to the English in seeing these new structures in which their conqueror's army lived and every day were a continual reminder that Anglo-Saxons had been beaten.

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, what was important about the castles the Normans built was that they showed their control and the suppression of the Anglo-Saxons. They built castles at important places for example where rebellions took place such as in Exeter. Or they built them to guard the borders with Wales and Scotland, and river crossings such as York. The Norman castles were a reminder to the Anglo-Saxons about who was in charge.

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 used castles to control England they were a base from which to patrol the area and protected them from hostile locals. The Normans built wooden castles until the 1070s after which they added stone keeps.

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 Normans built motte and bailey castles as they conquered the country. These were made of wood and then stone.

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

0 3

Write an account of the ways in which the lives of English villagers were affected by the Norman Conquest.

[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, one change that happened for many English people in the villages was that slavery decreased under the Normans. The Norman lords freed slaves and gave them small plots of land in return for large amounts of labour, making their estates more like those of northern France. However, freedom was a matter of interpretation and the bulk of the peasants existed between the freemen at the top and the slaves at the bottom. These became the villeins and were the largest group in the Domesday book, but they were still considered the property of the Lord.

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, 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 and the traditions and organisation stayed the same. But the Normans enjoyed hunting and created lots of royal forests which spread by the late 12th century over one third of England. These areas were subject to Forest law and the English hated it because they were no longer

able to hunt in these areas. If they did they would be severely punished. The rich Normans enjoyed the sport of hunting. To create the New Forest, 500 families were driven off their land.

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, things stay the same for the mass of the peasantry who made up most of the mediaeval 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 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 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**

0	4
---	---

‘Religious belief was the main reason for building monasteries in Norman England.’

How far does a study of the **Castle Acre Priory** support this statement?

Explain your answer.

You should refer to **Castle Acre Priory** 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, religious reasons were important but as the conquest was not secure a Castle was the first thing to be built by de Warenne. When the first monks came over from Lewis and Cluny they had a site close to the castle, they then moved in the 1080s to the current site of the Priory to the south-west of Warenne’s Castle. The castle and Priory symbolised the real military power and the spiritual authority of the Normans. At Castle Acre within the walled town the Normans could economically prosper as well. In all of de Warenne’s properties – in Yorkshire, at Lewes and Castle Acre he increased the economic value of his estates. So, there were good religious, political and economic reasons for monastic building.

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, the main reason for finding a Monastery or Priory was religious because de Warenne was impressed with the elaborate ceremonies of the Cluniacs when he visited them at Cluny in the 1080s. He knew that he could be buried in his Priory and the prayers of the monks there would help his soul get to heaven. Their prayers would help him atone for all the killing involved in the conquest. The Cluniacs also liked elaborate churches so the West front of the church at Castle Acre Priory is beautifully decorated and impressive.

For example, the site at Castle Acre Priory is part of a walled town that William de Warenne built in the 1080s along with a castle. This fortified unit of town, Priory and Castle symbolised the Norman conquest and their control of England. It showed that the Normans had military power and spiritual support. So, a main reason for building monasteries and priories was to make clear if anyone rebelled against the Normans they were rebelling against not only a real military force, but also against God.

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, Castle Acre Priory was set up by William de Warenne and finished by his son. De Warenne was religious because he had been to Cluny in the early 1080s and was impressed by how pious the monks were. When he returned to England he founded a Priory at Lewes and then one at Castle Acre where the monks could pray for his soul.

Level 1: Basic explanation of causation	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 causation	
For example, people were very religious in the Norman times and the Pope had told them to say masses for all the people are killed in the Battle of Hastings. Setting up a Priory was a good way of saving your soul.	
Students either submit no evidence or fail to address the question	0