



GCSE HISTORY 8145/2B/A

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

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 G 8 1 4 5 / 2 B / A / M S

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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 © 2024 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 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 the well-off townsfolk were an elite who prospered after the conquest. They paid the King for the rights to hold markets and fairs. 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.	
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 towns of Norman England benefited from a boost to the economy after the 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 more trade. 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, the Normans built castles and towns grew up 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.

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 wine, 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 death of Edward the Confessor.

[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 death of Edward the Confessor) in the broader historical context (Norman England). This is supported by factual knowledge and understanding.

For example, what was important about the death of Edward the Confessor was that there was no simple method of choosing the next king, and Edward had no natural heir. The Witan were a group of nobles and leading churchmen who could suggest an heir or be guided by the dead king's wishes, for example on his deathbed, 'novissima verba.' As it was likely that the claimants would fight to win England by conquest, those same nobles of England had to choose who to support.

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 was that England did not have a king and several powerful people laid claim to the Crown. Harold Godwinson was in England; he was a powerful warrior, well-connected to other English nobles and he moved quickly to be proclaimed king. William of Normandy, on the other side of the channel, had to prepare carefully as the prospect of invading England was a dangerous one. He needed a fleet, troops and to make sure that while he was away, Normandy was not invaded by his European enemies.

Another claimant was quicker off the mark, Harold Godwinson, King of Norway landed in the north of England to challenge Harold Godwinson.

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, Edward the Confessor died without an obvious heir and there were several claimants to the throne. Harold Godwinson was the most important earl in England as the Earl of Wessex he was a deputy king for Edward and his brother-in-law. He expected to be king. William of Normandy thought he should be king.

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, he had no heir. 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	3
---	---

Write an account of the ways in which monasteries in England changed after 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, 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. They were much stricter and had more complex services than those of most English monks.

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) supported with factual knowledge and understanding.

For example, the Normans introduced many Cluniac monks to England. By the end of the 11th 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

‘The Marcher Earls were the main reason for the success of the Normans in Wales.’

How far does a study of **Wales and the Norman Conquest, c1066–c1100** support this statement?

Explain your answer.

You should refer to **Wales and the Norman Conquest, c1066–c1100** 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 concept 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 Marcher Earls passed on directly the opportunity to their supporters, as Roger Montgomery, Earl of Shrewsbury, did with Roger Venator, one of his huntsmen, who built his own castle at Pulverbatch to secure the lands he possessed. Similarly, one of Shrewsbury’s men, Bernard de Neufmarche, passed on land in the Usk Valley to Picard who built Tretower Castle. The way these men secured their new lands and wealth was shown by the behaviour of Gilbert FitzRichard’s private army of supporters, relatives and mercenaries in Ceredigion, the area around Aberystwyth. Here they terrorised

or enslaved the local population, looted the countryside, and built castles named after them – Stephen’s Castle, Humphrey’s Castle, and Richard de la Mare’s Castle.

Level 3: Developed explanation of concept **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 causation by extended reasoning supported by factual knowledge and understanding of the site.

For example, the main reason the Normans were successful in conquering Wales was because of the castles they built. They built at strategic sites for the maximum military advantage. Pembroke, Rhuddlan or Carmarthen which were all on rivers and could be relieved by sea in an emergency. The colonists secured the area around the castle by bringing in settlers recruited from their English Estates. They were aggressive warriors, enemies of the Welsh and were given trading privileges and grants of land to encourage settlement.

For example, the main reason that the Norman Conquest of Wales succeeded was because of the greed of the Marcher Earls and their supporters. William subcontracted the conquest and dominance of Wales to the Marcher Earls. He gave them extensive privileges and powers to control the borders of England. They paid no tax which caused resentment among other Norman nobles and their only concern was that they should die without an heir because then the title would revert to the King. As long as the border remained secure, his ultimate authority was accepted, and tributes paid, William left his nobles to get on with it.

Level 2: Simple explanation of concept **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, William gave the job of conquering Wales to the Marcher Earls. Chester in the north, Shrewsbury in the middle, and William FitzOsbern was made Earl of Hereford as he had fought with William at Hastings. Shrewsbury built a castle at Montgomery and the Earl of Hereford built castles beyond the river Wye. When William took over as Earl of Hereford, he showed his power to the local Welsh rulers by marching into Wales with a large army and also added to the castle at Chepstow.

Level 1: Basic explanation of concept **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 reason why the Normans conquered Wales was because the Welsh had no leader. The Welsh army of Llewellyn was defeated by Harold Godwinson and their leader killed in 1063. This made it easier for the Normans under William to defeat the Welsh.

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