Pearson Edexcel

Mark Scheme

Summer 2019

Pearson Edexcel GCSE History (1HI0/B1)

Paper 2: British depth study

B1: Anglo-Saxon and Norman England, c1060-88

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

B1: Anglo-Saxon and Norman England, c1060-88

Question	
1 (a)	Describe **two** features of castles in Norman England. **Target**: Knowledge of key features and characteristics of the period. **AO1**: 4 marks.

Marking instructions

Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

e.g.

- *The first Norman motte and bailey castles were built very quickly* ***(1)****, using earth and wood* ***(1)****.*
- *The bailey was an enclosed area* ***(1)****, it provided a space for houses and stables* ***(1)****.*
- *Castles often had stone keeps* ***(1),*** *they were symbols of power* ***(1)****.*

Accept other appropriate features and supporting information.

Question		
1 (b)		Explain why there was a succession crisis after the death of Edward the Confessor. You may use the following in your answer: • the Witan • William of Normandy You **must** also use information of your own. **Target**: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 6 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–3**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	**4–6**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**7–9**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**10–12**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- As there were rival claimants to the throne when Edward died, an attack was likely and therefore the Witan needed to approve a new king very quickly.
- Edward had appeared to promise more than one person the throne on his death, e.g. William of Normandy and Harold Godwinson.
- There were a number of rival claimants whose claim to the throne all had elements of legitimacy, e.g. Edgar was Edward's nearest relative, Hardrada believed his father had been promised the throne, William of Normandy had a blood connection.
- None of the claimants had an overwhelmingly strong case, e.g. Edgar's youth and lack of military experience; Harold was only connected to the throne by marriage; William and Harald were both foreigners.
- It had been increasingly clear in the 1060s that there would be a succession crisis as Edward was not going to produce an heir.
- By the time of Edward's death, the power of the Godwinsons, e.g. Edward's marriage to Edith, meant that they felt confident that they could challenge for the throne.

Question		
1 (c) (i)		'The late arrival of the Danes was the main reason for the failure of the Revolt of the Earls (1075).' How far do you agree? Explain your answer. You may use the following in your answer: • Danish fleet • Waltheof, Earl of Northumbria You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	**5–8**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**9–12**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**13–16**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- The Danish fleet carrying an armed force in support of the rebels arrived later than expected, which meant that the rebel Earls had insufficient strength to challenge William from the start.
- By the time the Danish fleet arrived, the position of the rebel Earls was so weak that the Danes refused to participate in the actual rebellion, making the failure of the revolt almost a certainty.
- The late arrival of the Danes allowed sufficient time for William's supporters, e.g. the Bishop of Worcester and the Abbot of Evesham, to organise a defence.
- News of William's return to England, shortly before the arrival of the delayed Danish fleet, resulted in the reluctance of Danish leaders to fight against William himself.

Relevant points which counter the statement may include:

- William was able to respond to the planned revolt because Waltheof, one of the original rebels, had decided not to participate in the revolt and informed on the other participants.
- William was able to maintain the loyalty of most of his tenants-in-chief who, under the direction of Archbishop Lanfranc, organised a co-ordinated response to isolate the rebel Earls.
- The rebels did not gain as much support as expected either from other lords or ordinary Englishmen; Anglo-Saxons and Normans joined together to prevent Earl Ralph breaking out of East Anglia.
- The rebel Earls failed to provide effective leadership; military setbacks forced Ralph to leave England and Roger's excommunication by Archbishop Lanfranc undermined his ability to maintain loyalty.

Question		
1 (c) (ii)		'The main consequence of the Domesday Book was that it increased William's ability to raise money.' How far do you agree? Explain your answer. You may use the following in your answer: • taxation • threat of invasion You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	**5–8**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**9–12**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**13–16**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

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Relevant points which support the statement may include:

- A main aim in carrying out the survey was to record what people owned, so that they could then be taxed correctly.
- The Domesday Book was used to ensure that landowners were not withholding money due to be paid to William as feudal monarch.
- The Domesday Book meant that it was easy to find financial opportunities for William to exploit, for example revenue from managing estates when heirs were too young to inherit.
- Many tenants-in-chief enjoyed certain privileges such as not paying geld tax on all of their land and the Domesday Book could be used, if needed, for William to raise more income through taxes.

Relevant points which counter the statement may include:

- The Domesday Book provided the opportunity to solve disputes over land, e.g. many Saxons had lost land following the Norman Conquest.
- William feared that an invasion from Denmark was likely and the Domesday Book meant that it was possible to see how many extra soldiers could be provided by the tenants-in-chief.
- The Domesday Book was used to demonstrate that, by dealing with disagreements over land and by ensuring fair taxation, William was ruling in a fair and just way.