

# Mark Scheme (Results)

## November 2020

Pearson Edexcel GCSE
In History (1HI0)
Paper B1: 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 the fighting at the Battle of Hastings.<br><br>Target: Knowledge of key features and characteristics of the period.<br>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.<br>e.g.<br>• *Both sides were evenly matched (1), with around 7,000 troops (1).*<br>• *The Normans used a 'feigned retreat' (1), they turned around to attack Harold's army (1).*<br>• *The battle went on for a long time (1), lasting eight hours (1).*<br><br>Accept other appropriate features and supporting information. | |

| Question | | |
|---|---|---|
| (b) | | Explain why William I had such a bad relationship with his son, Robert.<br><br>You may use the following in your answer:<br>• Normandy<br>• rebellion<br>You must also use information of your own.<br><br>Target: Analysis of second order concepts: causation [AO2];<br>Knowledge and understanding of features and characteristics [AO1].<br>AO2: 6 marks.<br>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]<br>• 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]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>*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]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>*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]<br>• 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]<br>*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.

- William did not think Robert was ready to take control of Normandy and Robert resented his father spending most of his time in Normandy rather than in England.
- William was angry with Robert having been given a castle by Philip II on the border of Normandy, which Robert then used as a base from which to attack William.
- The relationship worsened in the years 1078–1079 when Robert staged a rebellion against William.
- During Robert's rebellion, William was embarrassed when Robert unhorsed him in battle and William was forced to retreat.
- William bullied Robert and gave him the nickname 'Curthose'.
- Robert resented his father's apparent favouritism towards his brothers, e.g. the failure to punish his younger brothers for playing a trick on him.

| Question | | |
|---|---|---|
| (c) (i) | | 'Control of land was the main reason why the House of Godwin had so much power.' How far do you agree? Explain your answer.<br><br>You may use the following in your answer:<br>• Wessex<br>• marriage<br>You must also use information of your own.<br><br>Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].<br>AO2: 10 marks.<br>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]<br>• Limited knowledge and understanding of the topic is shown. [AO1]<br>• 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]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>• The overall judgement is given but its justification is asserted or insecure. [AO2]<br>*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]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]<br>*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]<br>• 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]<br>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]<br>*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 House of Godwin's earldom included Wessex, the richest part of England, which had an important role in defending England from attacks from across the Channel.
- By the 1060s, the granting of earldoms to Harold's brothers Tostig, Gyrth and Leofwine, meant that the House of Godwin controlled most of England.
- The Godwins' control of so much land gave them significant power due to the many thegns under their control whose duties included paying taxation and raising an army.

Relevant points which counter the statement may include:

- King Edward's marriage to Edith of Wessex gave the House of Godwin powerful links to the monarchy.
- Harold Godwinson's 'Danish marriage' gave him support from East Anglia and his later marriage to the sister of the Earl of Northumbria gave support from the north.
- The House of Godwin gained power in the later years of Edward's reign as the king became less interested in running the country and Harold acted as sub-regulus.
- The Godwins' military skill, such as successfully defending England against King Gruffydd of North Wales, meant that they were supported by many lords.
- The House of Godwin's power included their strong links with the Church and therefore the support of many influential bishops.

| Question | | |
|---|---|---|
| (c) (ii) | | 'The building of castles was the main cause of Anglo-Saxon resistance to Norman rule.' How far do you agree? Explain your answer.<br><br>You may use the following in your answer:<br>• motte and bailey castles<br>• land ownership<br>You must also use information of your own.<br><br>Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].<br>AO2: 10 marks.<br>AO1: 6 marks. |
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| 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]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>• The overall judgement is given but its justification is asserted or insecure. [AO2]<br>*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]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]<br>*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]<br>• 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]<br>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]<br>*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:

- The very rapid building of motte and bailey castles in many parts of England was resented by the Anglo-Saxons who saw this as the imposition of power by the Normans.
- The building of castles in strategically important areas, such as Nottingham and York, was resented as a symbol of Norman power and control.
- Many resented the destruction of homes for the building of castles and local people were often forced to provide services and supplies.

Relevant points which counter the statement may include:

- Land grabs, such as those by Odo, took place in many areas of England and the lack of respect for the new Norman lords led to rebellions.
- Earls, such as Edwin and Morcar, resented their loss of land and status when their earldoms were made much smaller, leading to revolts.
- Many Anglo-Saxons resented the changes imposed by the Normans, e.g. Hereward the Wake's rebellion at Ely.
- The heavy geld tax was unpopular and opposed by many who believed it was being used for the benefit of Normandy.
- Many Anglo-Saxons resented the brutal behaviour of many Norman soldiers and the lack of integration by the Normans.

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