Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In History (1HIA)
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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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

Question	
1 (a)	Describe **two** features of the Norman aristocracy. **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. • *Norman aristocrats did not learn English **(1)**, but their children often spoke both Norman French and English **(1)**.* • *A common pastime for the Norman aristocracy was hunting **(1)**, this was also a good preparation for fighting in war **(1)**.* • *Many Norman aristocrats controlled land in both England and Normandy **(1),** often travelling frequently between the two countries **(1)**.* Accept other appropriate features and supporting information.	

Question		
1 (b)		Explain why there was an uprising against Tostig in 1065. You **may** use the following in your answer: • Earldom of Northumbria • taxation 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:

- Demands for Tostig's removal had begun from his appointment as earl, with many opposed to a southerner, without any understanding of local customs, being made Earl of Northumbria.
- Tostig placed heavier taxation demands on Northumbria which, as a Danelaw area, was accustomed to lower taxes.
- Opposition to Tostig increased with his false accusations against individuals.
- Tostig was resented for failing to defend Northumbria from Scottish attacks and for his agreement to peace rather than fighting back.
- The decision to go ahead with the uprising was aided by the availability of a ready replacement, Morcar.
- The uprising was aided by Harold Godwinson agreeing with the rebels that Tostig had overstepped his position and by Harold refusing to lead an army against the rebels.

Question		
1 (c)(i)		'In the years 1066-67, the main way William established control over England was by rewarding loyalty.' How far do you agree? Explain your answer. You **may** use the following in your answer: • Anglo-Saxon earls • castles You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: significance, 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:

- William's control over England was increased by rewarding Anglo-Saxon earls that had pledged loyalty to him, such as Edwin, Morcar and Waltheof, who were able to keep their titles and land.
- Loyal followers, who had fought for William at Hastings, were rewarded with the land of Anglo-Saxon landowners who had died at Hastings.
- A network of loyalty and control across the country increased William's control over England by means of rewards, such as William's promise that Edwin could marry his daughter.
- Those who had fought against William at Hastings, such as the Godwinsons, lost the right to their lands.

Relevant points which counter the statement may include:

- To establish control over England, and as a sign of Norman dominance, motte and bailey castles were built very quickly; in the years 1066-67 castles were built or reinforced at Pevensey and in Dover, Chepstow and Hereford.
- As William's army moved towards London, many homes, crops and animals were destroyed to spread fear and intimidate the English into accepting William as King.
- To legitimise William as the rightful heir to Edward the Confessor, Archbishop Aldred officiated at his coronation in 1066.
- To prevent Wales becoming a threat to his power, William established the Marcher earldoms to secure control of the borderlands.

Question		
1 (c)(ii)		'Norman government was very similar to Anglo-Saxon government.' How far do you agree? Explain your answer. You **may** use the following in your answer: • sheriffs • the Domesday Book You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: similarity and difference [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:

- The Anglo-Saxon local government system of shires was very similar to the Norman, with sheriffs appointed by the king, with responsibilities such as law and order.
- William deliberately kept aspects of Anglo-Saxon government that worked effectively, the sense of similarity helping to convince the English he was the rightful heir to the throne.
- In both Anglo-Saxon and Norman government, the role of the Witan and the Curia Regis were very similar in advising on important issues, such as the succession in 1066 or the threat of Denmark invading in 1085. Both bodies were made up of leading men of the realm.
- Nobles played a similarly important role in local law and order in the Anglo-Saxon and Norman systems.

Relevant points which counter the statement may include:

- Norman and Anglo-Saxon governments differed in their ability to collect taxes and legally settle land disputes, as Norman governments could use the survey of England, which later became the Domesday Book.
- The introduction of the forest laws was a key difference between Anglo-Saxon and Norman governments, with the Normans controlling the lives of many people living in forest areas.
- To curtail the power of the earls, less land was granted to individuals under Norman government than it was under the Anglo-Saxons.
- In contrast to Anglo-Saxon times, Norman government needed a system of regents to control England during the king's travels to Normandy.

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