Mark Scheme (Results)

Summer 2024

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.

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.

British Depth Study_B1: Anglo-Saxon and Norman England, c1060–88

Question	
1 (a)	Describe two features of Anglo-Saxon government. 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 king was the head of the government (1), using earls to run the kingdom (1).*
- *The king was advised by the Witan (1) that was made up of earls and archbishops (1).*
- *Local government was made up of shires (1), which collected taxes and fines (1).*

Accept other appropriate features and supporting information.

Question		
1 (b)		Explain why the Normans built so many castles in England during William I's reign. You may use the following in your answer: • England's border with Wales • rebellions 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 unstained 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

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:

- Castles were built to protect England from invasion, along the borders with Wales and Scotland as well as on the coast.
- Castles, such as Exeter, Nottingham and York, were built as part of the Norman campaign to control areas where there had been Anglo-Saxon rebellions, thereby ensuring suppression of the local population.
- After the Battle of Hastings, castles that had been built when the Normans first invaded England, were strengthened and used as bases for the conquest of England, e.g. at Pevensey.
- In order to enable their military effectiveness, the Normans built castles to accommodate their soldiers and horses.
- Castles were built to provide an administrative centre for the surrounding area, and to act as status symbols for important individuals, e.g. earls.
- With William I absent from England for long periods of time, castle-building was necessary as a symbolic reminder of Norman power.

Question		
1 (c) (i)		'After the death of Edward the Confessor, Edgar the Aethling had the strongest claim to the throne.' How far do you agree? Explain your answer. You may use the following in your answer: • family connection between Edward and Edgar • House of Godwin You must also use information of your own. Target: Analysis and evaluation of second order concepts: significance [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 unstained 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

Marking instructions

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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:

- As a member of the Saxon royal family, Edgar's claim was strongest; as Edward's great-nephew, he had the closest blood tie to the king.
- Edgar's family connection to Edward was reflected in the name 'Aethling' given to him, which meant 'throne-worthy', showing that many regarded him as worthy of the role of monarch.
- Edgar's claim was strong as, for much of his childhood, he had been brought up by Edward and his wife Edith, with many regarding Edgar as Edward's adopted son.

Relevant points which counter the statement may include:

- Harold Godwinson had a strong claim to the throne; Edward had nominated Harold, who came from the powerful House of Godwin and had shown military success against Wales.
- William, Duke of Normandy's claim was strong as he maintained that, in exchange for supporting Edward against a rebellion from Earl Godwin, Edward had promised him the throne. William also had the support of the Pope who claimed that Harold's coronation was unlawful.
- Harald Hardrada's claim to the throne was strong as he was a powerful warrior and argued that his father, Magnus, had been promised the throne by Harthacnut, the son of a previous king.
- Edgar's position was weak as he was only 14 years old in 1066, he had no wealth, no army and no military experience at a time when England needed a 'warrior-king'.
- The weakness of Edgar's claim was reflected in the Witan's decision to favour Harold Godwinson. The decision reflected the needs of England at a time when there were threats of invasion from both Norway and Normandy.

Question		
1 (c) (ii)		'Robert's ambition to take control in Normandy was the main reason for the difficult relationship between William I and his son, Robert.' You may use the following in your answer: • Robert's revolt in Normandy (1077–80) • Robert's childhood 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 unstained 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

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Relevant points which support the statement may include:

- By the mid-1070s, Robert's relationship with William I had deteriorated because Robert felt he had proven himself as a skilful warrior, ready to take control of Normandy, whereas William maintained he was not yet ready.
- Robert's ambitions to take control of Normandy led to his revolt against William I. William's enemy, King Philip of France, had given Robert Gerberoi Castle, from which Robert frequently attacked William's forces.
- Robert's revolt in Normandy meant that William I had to raise an army against him, further damaging their relationship.
- At the end of Robert's revolt, William I was humiliated at having been knocked off his horse by Robert and having to retreat from battle, making Robert appear a far superior warrior than his father.

Relevant points which counter the statement may include:

- Robert's resentment of his childhood nickname 'Robert Curthose' led to a difficult relationship with his father because it was so insulting and humiliating.
- A prank played on Robert by his brothers made Robert angry with his father, who failed to punish the two younger sons for pouring water over Robert.
- Matilda, Robert's mother, was partly responsible for the difficult relationship between William I and Robert as she financially supported Robert without informing William.
- The relationship between Robert and his father was very difficult as William had always favoured his second son, William Rufus, who William nominated as his successor to the throne of England.

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