Mark Scheme (Final)

Summer 2025

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.

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

Question	
1 (a)	Describe **one** feature of Norman castles. **Target**: Knowledge of key features and characteristics of the period. **AO1**: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. • *At first the Normans built motte and bailey castles* ***(1)****, made of earth and wood* ***(1)****.* • *Norman castles were constructed very quickly* ***(1)****, often by peasant labour* ***(1)****.* • *Norman castles were used as a base for lords* ***(1)****, to control the local area* ***(1)****.* Accept other appropriate features and supporting information.	

Question	
1 (b)	Describe **one** feature of the feudal system. **Target**: knowledge of key features and characteristics of the period. **AO1**: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. • *The king owned all the land* ***(1)****, giving some land to his tenants-in-chief* ***(1)****.* • *Knights had to give military service* ***(1)****, for forty days a year* ***(1)****.* • *Peasants farmed the land* ***(1)****, with most bound to the local lord* ***(1).*** Accept other appropriate features and supporting information.	

Question		
2		Explain why William of Normandy won the Battle of Hastings. You **may** use the following in your answer: • Harold's march from Stamford Bridge • William's archers 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]
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:

- William's army had an advantage as Harold's army arrived tired after having fought at Stamford Bridge and then having to march 300 miles south.
- William's army used archers to injure members of the Saxon army behind the shield wall.
- William's skilful tactics included using a feigned retreat which tricked the Saxons into chasing them, which broke the shield-wall and led to Harold's loss of control when the fyrd streamed down the hill
- William's leadership during the battle, including his fighting on horseback, meant he could respond quickly and control his troops effectively.
- William had gained the Papal Banner, making his soldiers fight with determination and courage, as the Norman soldiers believed the Pope was on their side.
- William's army was well-prepared, the Normans had brought all the equipment needed and had time to both rest and train before the actual battle.

Question		
3		'William's actions were the main reason for the failure of Anglo-Saxon rebellions against Norman rule.' How far do you agree? Explain your answer. You **may** use the following in your answer: • the Harrying of the North • the Danes 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]
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

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 orders for mass killings and the destruction of homes, crops and animals, in what became known as the Harrying of the North, had a devastating effect and dealt with any remaining northern rebels.
- When William was informed of Edwin and Morcar's revolt he took decisive action, by quickly sending an army north, leading to the rebels' quick surrender.
- When Edgar rebelled in the north, William ordered his army to move rapidly north and to storm York; a show of strength, which quickly led the rebels to flee.
- During the rebellion at Ely, William's decision to give the Danes money to leave was successful, with the Danes sailing home rather than supporting the rebels.
- William rewarded his followers with land and money; their consequent loyalty helped the Normans secure control over rebellious areas.

Relevant points which counter the statement may include:

- The rebellions lacked support, with some Anglo-Saxons siding with William against the rebels and the Danes being more concerned with plans for plundering and gaining treasure.
- The lack of support for Edgar the Aethling contributed to the failure of his rebellion, with Scotland unwilling to invade England and the Danes unwilling to fight for his claim to be king.
- Hereward the Wake was betrayed by local monks who told William's forces about a secret route through the Fens, leading to the surrender and retreat of the rebels.

Question		
4		'The main significance of the Domesday Book was that it helped the Norman government to raise more money.' How far do you agree? Explain your answer. You **may** use the following in your answer: • taxation • disputes over land 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 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]
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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Relevant points which support the statement may include:

- The Domesday Book enabled more money to be raised for the Norman government as it recorded what people owned so that they could then be taxed correctly.
- The Domesday Book allowed the government to collect far more geld tax, which was essential for William's need to expand the army.
- The Domesday Book enabled more money to be raised for the government by ensuring that landowners were not withholding money due to be paid to William as feudal monarch.
- The Domesday Book meant the government could find financial opportunities for William to exploit, for example revenue from managing estates when heirs were too young to inherit.

Relevant points which counter the statement may include:

- The Domesday Book provided the Norman government with the means to settle disputes over land, e.g. many Saxons had lost land following the Norman Conquest.
- The Domesday Book could be used to demonstrate that, by dealing with disagreements over land and by ensuring fair taxation, William was ruling in a fair and just way.
- The Domesday Book meant it was possible for the Norman government to reduce the threat of invasion by ensuring that extra soldiers could be provided by each tenant-in-chief.
- The Domesday Book meant William could raise more soldiers within England, thereby reducing the need to bring in and accommodate soldiers from Normandy.

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