

GCSE (9-1)

History B (Schools History Project)

J411/17: Migrants to Britain, c.1250 to present with The Norman Conquest, 1065-1087

General Certificate of Secondary Education

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor,

which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a ‘second response’ on a line is a development of the ‘first response’, rather than a separate, discrete response. (*The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.*)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a ‘new start’ or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero ‘0’ if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

11. Annotations

| Stamp | RefNo. | Annotation Name | Description |
|---|--------|-----------------|---|
| ✓ 1 | 1191 | Tick 1 | Level 1 |
| ✓ 2 | 1201 | Tick 2 | Level 2 |
| ✓ 3 | 1211 | Tick 3 | Level 3 |
| ✓ 4 | 1221 | Tick 4 | Level 4 |
| ✓ 5 | 1231 | Tick 5 | Level 5 |
| ✓ 6 | 1241 | Tick 6 | Level 6 |
| SEEN | 811 | SEEN | Noted but no credit given |
| NAQ | 501 | NAQ | Not answered question |
| ~~~~ | 1371 | H Wavy Line | Incorrect/ muddled/ unclear |
| BP | 1681 | BP | Blank page |
|  | 151 | Highlight | Part of response which is rewardable (at one of the levels on the MS) |
| ✓ | 11 | Tick | Tick |

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader/PE.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.

2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Mark scheme

Section A: Migrants to Britain, c.1250 to present

| Question 1–3 marks | |
|---|---|
| Guidance | Indicative content |
| 1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | <p>For 1(a), likely valid responses include: Hansa merchant or Jewish trading; Huguenot transformation of silk/ textile industry, sailcloth, tapestry, furniture, glass, leather, paper, clock or steel manufacture; significant Huguenot or Jewish financial backing for the establishment of the Bank of England.</p> <p>Do not accept: <i>impact on 'economy'; brought 'skills'; 'new food'</i></p> |
| 1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | <p>For 1(b) Laying roads / tarmac; street music / organ grinders; the work of craftsmen (tiles, ceramics, mosaics); contribution to the food industry – ice cream</p> <p>Do not accept: <i>'food'; 'banking'; 'created businesses'</i></p> |
| 1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | <p>For 1(c) Jewish children; children from groups/ families persecuted by the Nazis; child refugees fleeing the Nazis</p> <p>Do not accept: <i>'children'; 'German children'</i></p> <p>Any other historically valid response is acceptable and should be credited.</p> |

| Question 2–9 marks | |
|--|--|
| <p>Write a clear and organised summary that analyses Jewish communities in medieval Britain between c.1250 and 1290. Support your summary with examples.</p> | |
| Levels | Notes and guidance specific to the question set |
| <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks</p> <p>Level 3 (7–9 marks)</p> <p>Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p> | <p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could consider examples of persecution and mass-murder, e.g. the Palm Sunday massacres 1263 and 1264; Expulsion 1290.</i></p> <p><i>Use of conceptual understanding to organise the response might in this case involve dealing with the causes of persecution or changes in the treatment of Jews by the monarchs.</i></p> |
| <p>Level 2 (4–6 marks)</p> <p>Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p> | <p><i>Reward appropriate use of any other second order concept including organisation by understanding of chronology.</i></p> <p><i>Please note that answers do not need to name the second order concepts being used to organise <i>the</i> answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p> |
| <p>Level 1 (1–3 marks)</p> <p>Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).</p> | |
| <p>0 marks</p> <p>No response or no response worthy of credit.</p> | |

| Question 2–9 marks Write a clear and organised summary that analyses Jewish communities in medieval Britain between c.1250 and 1290. Support your summary with examples. | |
|---|---|
| Guidance and indicative content | |
| Level 3 (7–9 marks) | <p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Causation/ consequence] <i>Throughout the Middle Ages Jews faced prejudice and discrimination. This was mainly because of religion. Christians believed that Jews were responsible for the death of Jesus. As a result, they often faced suspicion and sometimes violence. Jews were often accused of crimes such as coin clipping. In 1255, in the town of Lincoln, a Jewish man was accused of 'Blood Libel' – torturing and crucifying a nine-year-old boy in a ritual murder. [8]</i></p> <p>[Change] <i>During the Middle Ages, the experience of the Jews gradually worsened. At first they enjoyed the protection of the crown. For example, they were able to use Royal Castles for refuge. This changed during the long reign of Henry III and his son Edward I. For example, in 1275, Edward I passed the Statute of Jewry which made several laws against Jews. For example, Jews had to wear yellow badges on their clothes and they were only allowed to live in a few towns. In 1290, they were expelled from England altogether. [9]</i></p> <p>NOTE: Change involves saying from what to what.</p> <p>Other valid areas might include: Causation – reasons for Expulsion 1290; Consequences – prejudice leading to conversion to Christianity</p> |
| Level 2 (4–6 marks) | <p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Causation] <i>Throughout the Middle Ages Jews faced prejudice and discrimination. One reason was money. Many Jews were money lenders because Christians were forbidden to do this. Many people owed Jews money. This made them very unpopular. [THRESHOLD – 4 marks]</i></p> |
| Level 1 (1–3 marks) | <p>Descriptions of Jewish communities/ discrimination/ related events with no organising concept, e.g.</p> <p><i>In 1275 Edward I passed the Statute of Jewry. Jews were no longer allowed to collect interest on loans, people that owed them money no-longer had to pay them back, Jews had to wear yellow badges, were forced to live in selected areas of only a few towns and were not allowed to buy land and become farmers. [3]</i></p> <p>OR</p> <p>Statement(s) based on second order concept with no valid specific examples or development, e.g.</p> <ul style="list-style-type: none"> • (Change) <i>In 1250, Jews were more welcome but by 1290 had been expelled.</i> • (Causation/ consequence) <i>Jews faced prejudice and discrimination because they were money lenders.</i> |
| 0 marks | |

| Question 3–10 marks Why did Commonwealth migrants come to Britain after the Second World War? Explain your answer. | |
|---|---|
| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks | Notes and guidance specific to the question set |
| Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2). | <i>Answers could consider:</i> <i>Encouraged to move for economic reasons (e.g. recruitment by NHS/ transport in Caribbean); persecution (e.g. Kenyan and Ugandan Asians); unemployment at home (e.g. Jamaica); admiration of the 'Mother Country' / shared education/ culture; British Nationality Act 1948; impact of troops returning home after serving in the British Army/ being stationed in Britain during WWII.</i> |
| Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2). | <i>Explanations are most likely to show understanding of the second order concepts of causation, but reward appropriate understanding of any other second order concept.</i> <i>Answers which simply describe Commonwealth migrants cannot reach beyond Level 1.</i> |
| Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2). | |
| Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2). | |
| Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2). | |
| 0 marks No response or no response worthy of credit. | |

| Question 3–10 marks | |
|--|--|
| Why did Commonwealth migrants come to Britain after the Second World War? Explain your answer. | |
| Guidance and indicative content | |
| Level 5 (9-10 marks) | <p>Two or more reasons that Commonwealth migrants came to Britain after the Second World War identified and explained, e.g.</p> <p><i>One reason that Commonwealth migrants came was for work. Britain was facing a labour shortage in the early 1950s and needed help to re-build Britain after WWII. Some British organisations such as the NHS and London Transport ran large recruiting campaigns in the Caribbean. They appealed particularly in areas like Jamaica, which was suffering from high levels of unemployment. The sugar trade had collapsed and hurricanes had devastated the country. So many people moved hoping to find better work and more opportunity.</i></p> <p><i>Additionally, many people of Asian origin came to Britain because of persecution where they were living in places like Kenya and Uganda. For example, in 1967, the Kenyan government gave all Kenyan Asians 2 years to become Kenyan or else leave. Around 20,000 left and used their British passports to come to Britain. In 1972, the President of Uganda, Idi Amin, simply expelled the country's 50,000 Asians and most came to Britain. So many people came to Britain because they felt driven out from their homes. [10]</i></p> |
| Level 4 (7-8 marks) | <p>One reason that Commonwealth migrants came to Britain after the Second World War identified and explained, e.g.</p> <p><i>Many people of Asian origin came to Britain because of persecution. For example, in 1972, the President of Uganda, Idi Amin, expelled the country's 50,000 Asians and most came to Britain. So many people came to Britain because they felt driven out from their homes. [THRESHOLD – 7 marks]</i></p> |
| Level 3 (5-6 marks) | <p>Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.</p> <ul style="list-style-type: none"> • <i>Many Kenyan migrants were being persecuted in their own country, so they came to Britain as they saw it as a safe refuge.</i> • <i>In 1948 the British Nationality Act was passed so people came to Britain because they now had rights as British citizens.</i> • <i>Many people saw Britain as the 'Mother Country' so they moved here because they believed it would be more culturally familiar than other places.</i> <p>OR</p> <p>Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.</p> <ul style="list-style-type: none"> • <i>Conditions in Jamaica were very poor. For example, a hurricane had devastated the country and the sugar trade had collapsed.</i> • <i>In 1948 the British Nationality Act was passed. This gave British citizenship to people living in British colonies. Citizens of other Commonwealth nations became British subjects.</i> |
| Level 2 (3-4 marks) | <p>Describes Commonwealth migration or other relevant events without addressing the question, e.g.</p> <p><i>The Empire Windrush arrived from Jamaica in June 1948, carrying 492 West Indians. Commonwealth migrants also included people from India, Pakistan and Africa. [4]</i></p> <p>OR</p> <p>Identifies one or more reason but with <u>neither</u> of the following:</p> <ul style="list-style-type: none"> • support from precise evidence • explaining why the reason led to people moving to Britain, e.g. • <i>People came to Britain because of the British Nationality Act of 1948.</i> • <i>Many people moved from Jamaica after there was a hurricane.</i> • <i>In 1948 people from the Caribbean moved to Britain on the Windrush. They moved because Britain had a labour shortage. [no detail about the labour shortage]</i> |
| Level 1 (1-2 marks) | <p>Valid but general assertion(s) OR identifies country of origin, e.g.</p> <ul style="list-style-type: none"> • <i>They moved to find a better life.</i> • <i>They wanted work.</i> • <i>People moved to Britain from the Caribbean.</i> |
| 0 marks | |

| Question 4*-18 marks 'Migrants came to Britain in the period 1750 to 1900 because they were driven from their homes.' How far do you agree? | |
|--|---|
| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks | Notes and guidance specific to the question set |
| Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> | <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of migration since 1750.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the highest levels, answers must identify and consider reasons to both agree and disagree with the statement.</i> |
| Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p> | <i>Answers are most likely to show understanding of the second order concepts of causation but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: Irish migrants driven from their homes by famine 1846–50; Italians driven from homes after 1871 because of warfare, military conscription, poverty and disease; Germans fled Germany to avoid warfare; Jewish refugees fleeing persecution in the Russian Empire.</i> |
| Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p> | <i>Grounds for disagreeing include: Industrialisation created opportunities for migrants in Britain (e.g. navvies from Ireland and Germany working on canals, roads and railways); trade and Empire (e.g. Indian servants and wealthy Indians; lascar and Chinese sailors in trading ports such as Cardiff, South Shields, Liverpool and London); enslaved Africans forced to come by owners.</i> <i>Empire and growing connections with the wider world meant that until the 1960s anyone from the Empire or Commonwealth could migrate to work in Britain.</i> |
| Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p> | |
| Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). | |

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| <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p> | |
| <p>Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p> | |
| <p><i>The information is communicated in a basic/unstructured way.</i></p> | |
| <p>0 marks No response or no response worthy of credit.</p> | |

| Question 4* – 18 marks 'Migrants came to Britain in the period 1750 to 1900 because they were driven from their homes.' How far do you agree? | |
|--|--|
| Guidance and indicative content | |
| Level 6 (16-18 marks) | <p>Balanced argument; two valid explained points on each side OR three on one side and one on the other (2-2 or 3-1). Clinching argument = 18 marks, e.g.</p> <p><i>There is much evidence to agree with the statement. For example, Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were 'driven' from their homes by circumstances.</i></p> <p><i>Another group who were driven from their homes and came to Britain were Jews from the Russian Empire. During the late nineteenth century there was an influx of Jewish migrants fleeing from Eastern Europe because of persecution and violence; between 1881 and 1884 over 200 pogroms took place. Many Jews came to Britain as it was cheaper than going to America, and there was already a settled Jewish population. So these people were refugees who left because they were forced to.</i></p> <p><i>However, there were also other reasons for migration to Britain in this period. For example, growing world trade and industrialisation has been a big factor in pulling migrant labour to Britain. For example, Chinese and Lascar sailors arrived, working on East India Company ships and later for shipping companies. They established communities in industrial port cities such as Cardiff, South Shields and Liverpool. So they chose to move for the work and opportunity.</i></p> <p><i>Finally, the Industrial Revolution played a big role. Britain's industrialisation created economic opportunities that pulled people to Britain. For example, Irish and German migrants came to be navvies, working on the new canals, roads and railways. So these people also came to Britain because there were plenty of opportunities for work.</i></p> <p><i>Overall, I think that being driven from their homes was not the most important factor for people moving to Britain. Whilst push factors like famine and persecution were catalysts, it was the pull of jobs and economic opportunities that resulted in these groups choosing Britain as their country of destination.</i></p> |
| Level 5 (13-15 marks) | <p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2-1), e.g.</p> <p><i>There is much evidence to agree with the statement. For example, Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were 'driven' from their homes by circumstances.</i></p> <p><i>Another group who were driven from their homes and came to Britain were Jews from the Russian Empire. During the late nineteenth century there was an influx of Jewish migrants fleeing from Eastern Europe because of persecution and violence; between 1881 and 1884 over 200 pogroms took place. Many Jews came to Britain as it was cheaper than going to America, and there was already a settled Jewish population. So these people were refugees who left because they were forced to.</i></p> <p><i>However, there were also other reasons for migration to Britain in this period. For example, growing world trade and industrialisation has been a big factor in pulling migrant labour to Britain. For example, Chinese and Lascar sailors arrived, working on East India Company ships and later for shipping companies. They established communities in industrial port cities such as Cardiff, South Shields and Liverpool. So they chose to move for the work and opportunity.</i></p> |

| | |
|-----------------------------|--|
| Level 4 (10-12 marks) | <p>One sided argument, two explained points of support (2-0), e.g.</p> <p><i>I agree. For example, Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were 'driven' from their homes by circumstances.</i></p> <p><i>Another group who were driven from their homes and came to Britain were Jews from the Russian Empire. During the late nineteenth century there was an influx of Jewish migrants fleeing from Eastern Europe because of persecution and violence; between 1881 and 1884 over 200 pogroms took place. Many Jews came to Britain as it was cheaper than going to America, and there was already a settled Jewish population. So these people were refugees who left because they were forced to.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</p> <p><i>There is much evidence to agree with the statement. For example, Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were 'driven' from their homes by circumstances.</i></p> <p><i>However, there were also other reasons for migration to Britain in this period. For example, growing world trade and industrialisation has been a big factor in pulling migrant labour to Britain. For example, Chinese and Lascar sailors arrived, working on East India Company ships and later for shipping companies. They established communities in industrial port cities such as Cardiff, South Shields and Liverpool. So they chose to move for the work and opportunity.</i></p> |
| Level 3 (7-9 marks) | <p>One sided argument; one explained point of support (1-0), e.g.</p> <p><i>I agree. Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were 'driven' from their homes by circumstances.</i></p> |
| Level 2 (4-6 marks) | <p>Identification of specific reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> <i>I disagree because Irish navvies came for work.</i> <i>I agree because some migrants were fleeing persecution, such as Russian Jews.</i> <p>Alternatively, description of relevant migrant groups without linking this to the question or without full explanation, e.g.</p> <ul style="list-style-type: none"> <i>Irish and German navvies worked on canals, roads and railways.</i> <i>In the Russian Empire there was a lot of persecution against Jews and there were over 200 pogroms between 1881 and 1884.</i> <i>Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve.</i> |
| Level 1 (1-3 marks) | <p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> <i>I disagree because migrants came for work in Britain.</i> <i>I agree because lots of people fled from persecution.</i> |
| 0 marks | |

| Question 5*–18 marks 'Migrants to Britain were more welcome in the period 1500–1750 than they were in the period 1300–1500'. How far do you agree? | | Notes and guidance specific to the question set |
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| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks | | |
| Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | | <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of migrant groups between 1250 and 1750.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider both time periods – medieval and early modern.</i> |
| Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i> | | <i>Answers are most likely to show understanding of the second order concepts of diversity (similarity and difference) causation/consequence but reward appropriate understanding of any other second order concept.</i> |
| Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i> | | Grounds for agreeing could include: <i>1300–1500 unwelcome:</i> English merchants resented the privileges given to the Italians and regularly demanded that these should be cut; Edward III had to frequently remind mayors and sheriffs that no harm must come to Flemish cloth workers; in 1325 Edward II arrested all foreigners near the south coast when he feared a French invasion; English weavers and cloth guilds resented special privileges given to Flemish competitors; violent treatment of foreigners and Flemish weavers/merchants by the rebels in 1381; in 1436–37, migrants from the Low Countries were ordered to leave England unless they bought a special licence and swore an oath of allegiance; in 1439, the 'hosting law' said that all foreign merchants had to live in the households of English people who had to report on the migrants' activities; in 1440, the 'Aliens' Subsidy' introduced a tax on all foreign-born resident; |
| Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> | | <i>1500–1750 welcome:</i> Cromwell re-opened English borders to Jews in 1650s; Edward VI welcomed Walloons and other French-speaking refugees (e.g. provided part of Canterbury Cathedral for their services); in 1681, King Charles II offered Huguenots refugee denizen status and the Church raised funds to support them; in 1708 the British government gave Huguenots the same legal rights as people born in England; positive reception for Palatines to begin with (e.g. collections were made and a relief fund of £20,000 was raised); parish records, tax registers, court records, etc. show that a large |
| Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> | | |
| Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i> | | |
| 0 marks No response or no response worthy of credit. | | |

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| | <p><i>number of Black people were accepted members of communities in England;</i></p> <p>Grounds for disagreeing include:</p> <p>1300–1500 welcome: From the 1330s onwards Flemish weavers were invited by Edward III who persuaded significant numbers to move to England (e.g. by promising to help and protect the Flemish migrants and letting them work wherever they chose in England); fair treatment of the tailor Giles Moryle in Essex, 1450; nineteen Flemish migrants became freemen of York in the 1350s; English kings invited Italian bankers to England and gave them special privileges over England's wool trade in return for large loans; in 1354 a law said that all aliens on trial could be tried by a half-alien jury; from the 1370s onwards, letters of denization could be issued to grant migrants the same rights and protection as any English person; evidence from Colchester courts suggests integration of Flemish weavers into society and trade; evidence from surnames about marriages between migrants and English.</p> <p>1500–1750 unwelcome: English merchants and tradesmen became envious of the Hansa merchants in London and pressed the government to remove their privileges and attacked the Steelyard where they lived; in 1597 Elizabeth I expelled the Hansa merchants from London completely; harsh laws against Gypsies under Henry VIII, Mary I and Elizabeth I; Jewish migrants after 1656 faced restrictions and prejudice (e.g. not allowed to attend university or become lawyers; popular songs portrayed them as criminals); prejudice against Huguenots (e.g. anti-Huguenots riot in Spitalfields in late seventeenth century); public opinion turned against the Palatines when it was discovered around a third were Catholic (e.g. stoned by a mob in Kent; thousands deported to Ireland); enslavement of Black Africans in England; patronising attitude towards Indian servants in paintings; poor treatment of Indian servants, etc.</p> |
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| Question 5*-18 marks 'Migrants to Britain were more welcome in the period 1500–1750 than they were in the period 1300–1500'. How far do you agree? | |
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| Guidance and indicative content | |
| Level 6 (16-18 marks) | <p>Balanced argument; two valid explained points from each period OR three from one period and one on the other (2-2 or 3-1). Clinching argument = 18 marks</p> <p><i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500.</i></p> <p><i>However, not all English people were as welcoming to the Flemish migrants. English weavers and cloth guilds resented special privileges given to their Flemish competitors and there was sometimes violent treatment of them. For example, during the 'Great Rising' of 1381, the rebels brutally murdered over 100 foreigners in London, who were mainly Flemish weavers and merchants. So it would seem that not everyone welcomed them.</i></p> <p><i>After 1500, the reception for migrants wasn't necessarily any better than in the earlier period. For example, there were harsh laws against Gypsies under the Tudors. In 1530 Henry VIII passed a law ordering all Gypsies to leave the country within 16 days, otherwise they would be imprisoned and deported. Further legislation followed under Mary and Elizabeth, suggesting that there was not increased tolerance after 1500.</i></p> <p><i>However, some migrants were welcomed after 1500 as well, which would support the statement. For example, in 1681, King Charles II offered Huguenots refugees denizen status and the Church raised funds to support them. Important Huguenot communities developed in Soho and Spitalfields and in 1708 the British government gave Huguenots the same legal rights as people born in England. This is evidence that the government saw the Huguenot as no different to British citizens.</i></p> <p><i>On the whole, I don't really agree that migrants were increasingly welcomed between 1300 and 1750. The deciding pattern seems to be more that they were welcomed (at least by the elite of the country) only if they had a perceived economic or religious value.</i></p> |
| Level 5 (13-15 marks) | <p>Balanced argument supported by three valid explained points (i.e. two from one period and one from the other) (2-1), e.g.</p> <p><i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500..</i></p> <p><i>However, not all English people were as welcoming to the Flemish migrants. English weavers and cloth guilds resented special privileges given to their Flemish competitors and there was sometimes violent treatment of them. For example, during the 'Great Rising' of 1381, the rebels brutally murdered over 100 foreigners in London, who were mainly Flemish weavers and merchants. So it would seem that not everyone welcomed them.</i></p> <p><i>After 1500, the reception for migrants wasn't necessarily any better than in the earlier period. For example, there were harsh laws against Gypsies under the Tudors. In 1530 Henry VIII passed a law ordering all Gypsies to leave the country within 16 days, otherwise they would be imprisoned and deported. Further legislation followed under Mary and Elizabeth, suggesting that there was not increased tolerance after 1500.</i></p> |

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| Level 4 (10-12 marks) | <p>One sided argument, i.e. two explained points from same period (2-0), e.g.</p> <p><i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500.</i></p> <p><i>However, not all English people were as welcoming to the Flemish migrants. English weavers and cloth guilds resented special privileges given to their Flemish competitors and there was sometimes violent treatment of them. For example, during the 'Great Rising' of 1381, the rebels brutally murdered over 100 foreigners in London, who were mainly Flemish weavers and merchants. So it would seem that not everyone welcomed them.</i></p> <p>Alternatively, balanced argument, i.e. one valid explained point from each period (1-1), e.g.</p> <p><i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500.</i></p> <p><i>However, after 1500, the reception for migrants wasn't necessarily any better than in the earlier period. For example, there were harsh laws against Gypsies under the Tudors. In 1530 Henry VIII passed a law ordering all Gypsies to leave the country within 16 days, otherwise they would be imprisoned and deported. Further legislation followed under Mary and Elizabeth, suggesting that there was not increased tolerance after 1500.</i></p> |
| Level 3 (7-9 marks) | <p>One sided argument, i.e. one explained point from one period (1-0), e.g.</p> <p><i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500.</i></p> |
| Level 2 (4-6 marks) | <p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> • <i>I disagree because Flemish weavers were persuaded to move here by Edward III so there were welcomed before 1500.</i> • <i>I agree because there was lots of legislation against migrants before 1500, such as the 'Aliens Subsidy'.</i> • <i>I disagree because there were restriction on Jewish migrants in the 1600s so they weren't welcomed after 1500 either.</i> <p>Alternatively, description of description of relevant migrant groups / attitudes towards them without linking this to the question or without full explanation, e.g.</p> <ul style="list-style-type: none"> • <i>Thousands of Palatines were deported to Ireland in 1709.</i> • <i>In the 1300s there were Italian bankers in England, taking the place of Jewish money lenders who had been expelled.</i> |
| Level 1 (1-3 marks) | <p>Valid but general assertion(s), e.g.</p> <p><i>I disagree because there were riots against migrants after 1500.</i></p> |
| 0 marks | |

Section B: The Norman Conquest, 1065–1087

Question 6a – 3 marks

In Interpretation A, the image gives the impression that early Norman castles were threatening and intimidating. Identify and explain one way in which it does this.

Notes and guidance specific to the question set

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the website portrays intimidation + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

Reminder – This question does not seek evaluation of the given interpretation, just selection of relevant material and analysis of this in relation to the issue in the question. The explanation of how the interpretation gives the impression that early Norman castles were threatening and intimidating may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the website. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.

The following answers are indicative. Other appropriate ways and appropriate, accurate explanation should also be credited:

NOTE: For three marks, candidates may either:

Start with a very specific feature (1) and then make two points of development (2) about their feature, e.g.

- *The motte is shown as very high in comparison to the rest of the area. (1) This shows us how it dominates the surrounding landscape and the people who live there. (1) This gives the impression of intimidation because it makes it seem like the Normans want the Saxons to know they are always being watched by their new Lords. (1)*

OR

Begin with a more general point (1), then go on to give an example of this (1), and then say how this gives the impression that early Norman castles were threatening and intimidating (1), e.g.

- *The interpretation uses colour to good effect to make the castle seem intimidating. (1) The chains are black and the clouds are dark and looming behind the castle. (1) This makes it seem quite menacing (1).*
- *The interpretation shows the castle dominating the area. (1) We're looking at it from below so it looks very high above the viewer. (1) This gives us the impression of power and control (1).*
- *The interpretation shows the castle as heavily defended. (1) For example, there are soldiers and metal and wooden spikes. (1) This makes it seem like they were built to terrorise the Saxons.*

NOTE: For three marks, candidates MUST identify how their chosen way gives the impression that early Norman castles were threatening and intimidating.

| Question 6b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand Norman castles built in England between 1066 and 1087. | |
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| Levels | Notes and guidance specific to the question set |
| AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3. | |
| Level 3 (5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2). | <i>Answers may choose to put forward lines of investigation by framing specific enquiry questions, but it is possible to achieve full marks without doing this.</i> |
| Level 2 (3–4 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2). | <i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i> |
| Level 1 (1–2 mark) The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2). | <i>Examples of areas for further research include: Reasons for early motte and bailey castles being built/ their purpose (causation); whether all early Norman motte and bailey castles were built to the same design (diversity); the impact the building of the castles had on the areas where they were built (consequence/ change); the effectiveness of castles in controlling the Saxon populations/ rebellions (consequence).</i> |
| 0 marks No response or no response worthy of credit. | |

| Question 6b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand Norman castles built in England between 1066 and 1087. Guidance and indicative content | |
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| Level 3 (5 marks) | <p>Valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of Norman castles built in England between 1066 and 1087.</p> <p><i>[Diversity]</i> <i>Interpretation A suggests that early Norman castles had only a military function. I would investigate whether this was the case across the country, or whether that was just in areas where there were rebellions. This would help us to understand whether early Norman castles had other purposes as well, such as being status symbols for the Lords.</i></p> <p><i>[Causation]</i> <i>Interpretation A suggests that the early Norman castles were built to intimidate the Saxons. I would investigate whether there were also other reasons for building them. This would help us to understand whether early Norman castles had other purposes as well, such as being centres of administration.</i></p> <p>Alternatively, developed, valid line of enquiry: i.e. based on second order concept, with clear explanation of how the enquiry would improve understanding of Norman castles built in England between 1066 and 1087, e.g.</p> <p><i>[Change]</i> <i>I would investigate whether the design and location of castles changed between 1066 and 1087. This would enable us to understand if their purpose changed as the rebellions died down.</i></p> <p><i>[Consequence]</i> <i>I would look at the impact that the castles had on the local population. This would allow us to understand whether they were effective as a means of control.</i></p> |
| Level 2 (3-4 marks) | <p>Valid line of enquiry based on second order concept, with no clear indication of how the enquiry would improve understanding of Norman castles built in England between 1066 and 1087, e.g.</p> <p><i>[Change]</i> <i>I would investigate whether the design of castles changed between 1066 and 1087. (3) For example, how many stone castles were being built by 1087? (4)</i></p> <p><i>[Consequence]</i> <i>I would look at the impact that the castles had on the local population. (3)</i></p> |
| Level 1 (1-2 marks) | <p>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g. <i>I would look for more information about how the castle was built, who built it and how quickly it was erected.</i></p> <p>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g. <i>It shows the castle's tower as just an open platform and I would find out if this really was the case.</i></p> |
| 0 marks | |

| Question 7–12 marks Interpretations B and C both focus on the impact of the Norman Conquest on England. How far do they differ and what might explain any differences? | |
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| Levels AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Maximum 12 marks | Notes and guidance specific to the question set |
| Level 4 (10–12 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4). | <i>Answers could consider:</i> <ul style="list-style-type: none"> • Comparison of provenance and source type alone, e.g. B is from 1860s/70s, C from 2016; B is from a history book, C is from a website • Individual points of similarity/difference in content: both sources say the Conquest was an important event resulting in significant change; both sources mention the Conquest led to changes in land ownership; B talks about changes to do with the Church but C doesn't mention that and discusses architecture • Differences in the overall message about or portrayal of the impact of the Conquest, e.g. B argues that the Conquest had entirely negative consequences such as 'depriving' English families of their land and power. It portrays the Conquest more as a foreign takeover where 'foreign intruders' oppressed the Anglo-Saxons who are shown as 'heroes'. Whereas C gives a much more favourable impression of the lasting impact of the Conquest, focussing on the 'legacy' of the Normans in their 'spectacular' architecture. • Developed reasons for differences – purpose and context, e.g. B is a historian who believed in the superiority of Anglo-Saxon society and culture and is therefore more likely to view the Conquest as a negative thing which made 'slaves' of the Anglo-Saxons and brought foreign influence to Anglo-Saxon 'blood' (alternatively, B was written by a Victorian historian whose interpretation had been shaped by anti-French sentiments developed during the Napoleonic wars). Whereas C was written by a heritage group whose main focus is more likely to be on the architectural impact on the Conquest – they are trying to attract visitors to the 'spectacular castles and great abbeys' that they manage (alternatively, the article was written to celebrate the anniversary of the Battle of Hastings so is more likely to focus on the positive achievements of the Normans). |
| Level 3 (7–9 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4). | |
| Level 2 (4–6 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4). | |
| Level 1 (1–3 marks) Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4). | |
| 0 marks No response or no response worthy of credit. | <p>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant</p> |

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| | <p><i>knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p> |
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| Question 7-12 marks Interpretations B and C both focus on the impact of the Norman Conquest on England. How far do they differ and what might explain any differences? Guidance and indicative content | |
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| Level 4 (10-12 marks) | <p>Valid comparison of portrayals in B and C, with support. Difference <u>explained</u> with specific purpose/ context of B and/or C, e.g.</p> <p>As L3, plus:</p> <ul style="list-style-type: none"> <i>I think the reason that B is more negative is that B was written by a historian who believed in the superiority of Anglo-Saxon society and culture and is therefore more likely to view the Conquest as a negative thing because it made 'slaves' of the Anglo-Saxons and brought foreign influence to Anglo-Saxon 'blood'. (10)</i> <i>I think the reason that C is more positive is that it was written by a heritage group whose main focus is more likely to be on the architectural impact on the Conquest. They are trying to attract visitors to the 'spectacular castles and great abbeys' that they manage. (11)</i> <p>[Alternatively, B was written by a Victorian historian whose interpretation was shaped by anti-French sentiments developed during the Napoleonic wars. / The article in C was written to celebrate the anniversary of the Battle of Hastings so is more likely to focus on the positive achievements of the Normans.]</p> <p>NOTES:</p> <ol style="list-style-type: none"> For these interpretations, award 10–11 marks for candidates who use the purpose/context of <u>one</u> interpretation to explain difference in portrayals. Award 11–12 marks for candidates which use the purpose/context of <u>both</u> interpretations to explain difference in portrayals. Do NOT allow <u>undeveloped</u> comments about provenance at this level, e.g. <i>B is negative because was written by a historian who believed in the superiority of Anglo-Saxon society OR C is positive because it is a tourist website.</i> |
| Level 3 (7-9 marks) | <p>Valid comparison of portrayals in B and C with support from one or both interpretations, e.g.</p> <p><i>B argues that the Conquest had entirely negative consequences such as 'depriving' English families of their land and power. It portrays the Conquest more as a foreign takeover where 'foreign intruders' oppressed the Anglo-Saxons, who are shown as 'heroes'. Whereas C gives a much more favourable impression of the lasting impact of the Conquest, focussing on the 'legacy' of the Normans and their 'spectacular' architecture.</i></p> <p>NOTE: Answers with support from only one interpretation limit to 7 marks</p> |
| Level 2 (4-6 marks) | <p>Selects individual points of similarity or difference, e.g.</p> <ul style="list-style-type: none"> <i>Both sources say the Conquest was an important event resulting in significant change.</i> <i>Both sources mention the Conquest led to changes in land ownership.</i> <i>B talks about changes to do with the Church but C doesn't mention that and discusses architecture.</i> <p>Alternatively, valid comparison of portrayals with no support, e.g. MARK AT 6 MARKS <i>Interpretation B suggests that the Conquest was entirely bad thing but C gives the impression there were positive aspects as well.</i></p> <p>Alternatively, purpose of one interpretation used to explain its portrayal – no comparison, e.g. <i>I think C is so positive because it's aiming to get people to visit the historic sites like Norman castles and abbeys, so it emphasises the spectacular architecture.</i></p> |
| Level 1 (1-3 marks) | <p>Comparison of simplistic provenance, e.g.</p> <ul style="list-style-type: none"> <i>I think they are different because B is a history book from 1860s/70s and C is a website from 2016.</i> <i>They are different because B is from a historian who has done lots of research but C is just from a tourist website doing advertising.</i> <p>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g. <i>B argues that the Conquest had entirely negative consequences such as the loss of power to the Normans. It portrays the Normans as 'foreign' intruders.</i></p> |
| 0 marks | |

| Question 8*–20 marks In his 2012 article ‘The dark side of the Anglo-Saxons’, historian Ryan Lavelle argues that late Anglo-Saxon society was ‘certainly not free, equal or democratic’. How far do you agree with this view? | | Notes and guidance specific to the question set |
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| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks | | |
| Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | | <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the character of late Anglo-Saxon England.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i> |
| Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i> | | <i>Answers are most likely to show understanding of similarity and difference (diversity of Anglo-Saxon England); and change (changes in later years of Anglo-Saxons) but reward appropriate understanding of any other second order concept.</i> |
| Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> | | <i>Grounds for agreeing include: society was hierarchical/unequal – only a tiny minority were Earls or members of the Witan; kings had strong, central control; in practice, new Kings were members of previous King’s bloodline – Witan was just a rubber stamp; slavery – thralls were the property of a master; by 1065, ceorls were far less independent than they had once been and were becoming more tightly bound to serve the thegn; only five per cent of all the land in England was owned by women in 1066 and almost all these women were related to the earls; ‘Double-monasteries’ had more or less ended by 1000; cases of divorce were very rare; use of wergild reveals social inequalities.</i> |
| Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> | | <i>Grounds for disagreeing include: Witan acted as advisors and helped the King to rule; Witan’s role on ‘choosing’ next King; Ceorls made up the bulk of the</i> |
| Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). | | |

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| <p>Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p> | <p><i>population and took part in local decision-making and trials in local courts; some people have seen ceorls as the backbone of a freedom-loving, early form of democracy; women had the legal right to own land and property; women's wergilds were the same as men's; there were laws that set out fines for any sexual harassment of women; in 'double-monasteries' the women were in charge; women had the legal right to leave a husband who committed adultery.</i></p> |
| <p>0 marks No response or no response worthy of credit.</p> | |

| Question 8*-20 marks In his 2012 article 'The dark side of the Anglo-Saxons', historian Ryan Lavelle argues that late Anglo-Saxon society was 'certainly not free, equal or democratic'. How far do you agree with this view? Guidance and indicative content | |
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| Level 5 (17-20 marks) | <p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2-2 or 3-1). Clinching argument = 20 marks, e.g.</p> <p><i>There is actually some evidence to challenge this interpretation. For example, some people have argued that the position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So this can be seen as equal in some respects.</i></p> <p><i>In addition, ceorls, who were ordinary farmers and craftsmen, made up the bulk of the population. They took part in local decision-making and trials at local courts, and some were free and owned land of their own. This could be considered quite democratic for the period.</i></p> <p><i>However, there is much evidence to support this interpretation. Anglo Saxon society was certainly unequal. By 1065, even ceorls were more tightly bound to their thegns and had less freedom, and although not as numerous, at least 10 percent of the population were slaves. These people were the property of their master and could be branded and beaten, which could not be classed as free or equal.</i></p> <p><i>In addition to this, only five per cent of all the land in England was actually owned by women in 1066 and almost all these women were related to the earls who were the richest people in society, showing that society was not as free or equal as is often argued.</i></p> <p><i>Overall I think the interpretation is correct. To suggest that there was freedom and democracy would be going too far given the inequalities that existed in practice (as opposed to just theory), especially by 1065 on the eve of conquest.</i></p> |
| Level 4 (13-16 marks) | <p>Balanced or one-sided argument; three explained points of support (2-1 or 3-0), e.g.</p> <p><i>There is actually some evidence to challenge this interpretation. For example, some people have argued that the position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So this can be seen as equal.</i></p> <p><i>In addition, ceorls, who were ordinary farmers and craftsmen, made up the bulk of the population. They took part in local decision-making and trials at local courts, and some were free and owned land of their own. This could be considered quite democratic for the period.</i></p> <p><i>However, there is much evidence to support this interpretation. Anglo Saxon society was certainly unequal. By 1065, even ceorls were more tightly bound to their thegns and had less freedom, and although not as numerous, at least 10 percent of the population were slaves. These people were the property of their master and could be branded and beaten, which could not be classed as equal.</i></p> |
| Level 3 (9-12 marks) | <p>One sided argument, two explained points of support (2-0), e.g.</p> <p><i>I don't agree. The position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So this can be seen as equal.</i></p> <p><i>In addition, ceorls, who were ordinary farmers and craftsmen, made up the bulk of the population. They took part in local decision-making and trials at local courts, and some were free and owned land of their own. This could be considered quite democratic for the period.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</p> |

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| | <p><i>There is actually some evidence to challenge this interpretation. For example, some people have argued that the position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So this can be seen as equal.</i></p> <p><i>However, there is much evidence to support this interpretation. Anglo Saxon society was certainly unequal. At least 10 percent of the population were slaves. These people were the property of their master and could be branded and beaten, which could not be classed as equal.</i></p> |
| Level 2 (5-8 marks) | <p>One sided argument; one explained point of support (1-0), e.g.</p> <p><i>I don't agree. For example, some people have argued that the position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So this can be seen as equal.</i></p> |
| Level 1 (1-4 marks) | <p>Identification of reason(s) to support/challenge without full explanation (2-4 marks), e.g.</p> <ul style="list-style-type: none"> • <i>Yes, I agree because there were many thralls or slaves in Anglo Saxon society. (2)</i> • <i>No, I disagree because women could divorce. But I agree because women didn't own much land. (3)</i> <p>Alternatively, description of late Anglo Saxon society without linking this to the question (2-4 marks) , e.g.</p> <p><i>Anglo Saxon society consisted of earls, thegns, ceorls and thralls. The Witan advised the King. The Wergild meanted different people had different values. (4)</i></p> <p>Alternatively, valid but general assertions (1 mark), e.g.</p> <p><i>I agree because there were different layers to society which is not equal. (1)</i></p> |
| 0 marks | |

| Question 9*-20 marks The history website BBC Bitesize argues that 'William's victory at Hastings in 1066 owed much to his planning and experience.' How far do you agree with this view? | |
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| Levels | Notes and guidance specific to the question set |
| AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks | |
| Level 5 (17-20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of Norman society, culture and warfare pre-1066. <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i> |
| Level 4 (13-16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i> | Answers are most likely to show understanding of causation (ie which factors led to William's victory, but reward appropriate understanding of any other second order concept). <i>Grounds for agreeing include: William's actions in Normandy pre-1066, e.g. crushing rebellions in Normandy/ making Normandy stable freed him up to invade England; William proved to be a good tactician and a fearless soldier; he fought off Anjou and Brittany to dominate Northern France – his successes raised his reputation as a successful leader so he could raise support for the invasion of England; it may have been William's tactics of pillaging and raiding the south of England which forced Harold to hurry to Hastings before his army was ready; William's careful military planning of his invasion (e.g. built ships; moved supplies to the coast; negotiated support of the Pope); tactics on battlefield at Hastings (e.g. use of the feigned flight, use of archers, bravery in removing his helmet to rally his troops).</i> |
| Level 3 (9-12 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> | <i>Grounds for disagreeing include: Other reasons for William's success, e.g. impact of Battle of Stamford Bridge on Harold's troops; good luck (e.g. had weather been better to begin with he may have met Harold's full and rested army; Harold's mistakes (e.g. he chose not to wait longer in London to collect more troops to fight William. Instead, he hurried to Hastings with a smaller army); impact of Harold's death on the Saxon army; advantages of Norman fighting more generally, e.g. use of cavalry.</i> |
| Level 2 (5-8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> | |
| Level 1 (1-4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). | |

Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.

The information is communicated in a basic/unstructured way.

0 marks

No response or no response worthy of credit.

| Question 9*-20 marks The history website BBC Bitesize argues that 'William's victory at Hastings in 1066 owed much to his planning and experience'. How far do you agree with this view? Guidance and indicative content | |
|---|---|
| Level 5 (17-20 marks) | <p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2-2 or 3-1). Clinching argument = 20 marks, e.g.</p> <p><i>There is a lot of evidence to support the interpretation. Firstly, William was able to win the battle because of his military preparations. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men and he was able to assemble a large army.</i></p> <p><i>Also, William's experience in battle helped at Hastings. For example, he used the Norman tactic of the 'feigned flight', exploiting the situation where some of Harold's troops broke ranks to chase fleeing Norman knights. This repeated feigned retreat broke down Harold's shield wall and eventually led to his army's defeat.</i></p> <p><i>However, there are other reasons that William won the battle. For example, when William landed in England, Harold's army was still in the North of England fighting Harald Hardrada. William had intended to set off in August but was delayed by bad weather – had he set off when he had intended to, Harold would have fought him with a full army. So actually it was just lucky for William that the weather delayed him.</i></p> <p><i>It's also possible to argue that Harold himself made mistakes, such as not waiting longer in London to collect more troops to fight William. Instead, he hurried to Hastings with a smaller army, which contributed to William's victory.</i></p> <p><i>Overall I think that although luck and Harold's errors played a part, it required William's planning and experience to be able to exploit the situation at Hastings. If he had been less well prepared or not used clever tactics, Harold's depleted forces would not really have mattered.</i></p> |
| Level 4 (13-16 marks) | <p>Balanced or one-sided argument; three explained points of support (2-1 or 3-0), e.g.</p> <p><i>There is a lot of evidence that supports the interpretation. Firstly, William was able to win the battle because of his military preparations. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men and he was able to assemble a large army.</i></p> <p><i>Also, William's experience in battle helped at Hastings. For example, he used the Norman tactic of the 'feigned flight', exploiting the situation where some of Harold's troops broke ranks to chase fleeing Norman knights. This repeated feigned retreat broke down Harold's shield wall and eventually led to his army's defeat.</i></p> <p><i>However, there are other reasons that William won the battle. For example, it's possible to argue that Harold himself made mistakes, such as not waiting longer in London to collect more troops to fight William. Instead, he hurried to Hastings with a smaller army, which contributed to William's victory.</i></p> |
| Level 3 (9-12 marks) | <p>One sided argument, two explained points of support (2-0), e.g.</p> <p><i>I agree. Firstly, William was able to win the battle because of his military preparations. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men and he was able to assemble a large army.</i></p> <p><i>Also, William's experience in battle helped at Hastings. For example, he used the Norman tactic of the 'feigned flight', exploiting the situation where some of Harold's troops broke ranks to chase fleeing Norman knights. This repeated feigned retreat broke down Harold's shield wall and eventually led to his army's defeat.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</p> <p><i>There is a lot of evidence that supports the interpretation. Firstly, William was able to win the battle because of his military preparations. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men and he was able to assemble a large army.</i></p> <p><i>However, there are other reasons that William won the battle. For example, it's possible to argue that Harold himself made mistakes, such as not waiting longer in London to collect more troops to fight William. Instead, he hurried to Hastings with a smaller army, which contributed to William's victory.</i></p> |

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| Level 2 (5-8 marks) | <p>One sided argument; one explained point of support (1-0), e.g.</p> <p><i>I agree. William was able to win the battle because of his military preparations. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men and he was able to assemble a large army.</i></p> |
| Level 1 (1-4 marks) | <p>Identification of reason(s) to support/challenge without full explanation (2-4 marks), e.g.</p> <ul style="list-style-type: none"> • Yes, I agree because William used clever Norman tactics like the feigned flight. (2) • No, I disagree because it was more to do with luck. Also, Harold made lots of mistakes. (3) <p>Alternatively, description of Norman warfare and/or events of 1066 without linking this to the question (2-4 marks), e.g.</p> <p><i>During the Battle of Hastings, the Anglo Saxons were fighting on foot at the top of Senlac Hill behind their shield wall. The Norman forces included cavalry and archers. We're not sure if Harold was killed by an arrow to the eye or if he was hacked to pieces by Norman knights. (4)</i></p> <p>Alternatively, valid but general assertions (1 mark), e.g.</p> <p><i>Yes, William was an experienced soldier who fought well. (1)</i></p> |
| 0 marks | |

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