

Sample assessment materials for  
first teaching September 2016

Paper 2: Period study **and British depth study** (1HI0/20, 22, 24, 26 and 28)

Part B: Medieval depth options

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

**B2: The reigns of King Richard I  
and King John, 1189–1216**



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

Question	
4 (a)	<p>Describe <b>two</b> features of the Witan.</p> <p><b>Target:</b> Knowledge of key features and characteristics of the period. <b>AO1:</b> 4 marks.</p>
<b>Marking instructions</b>	
<p>Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.</p> <p>e.g.</p> <ul style="list-style-type: none"><li>• <i>It was a council of leading Saxon nobles <b>(1)</b>, which made important decisions such as selecting the monarch <b>(1)</b>.</i></li><li>• <i>The Witan gave advice to the monarch <b>(1)</b>, which helped the monarch deal with rebels and those who were suspected of disaffection <b>(1)</b>.</i></li><li>• <i>There was no fixed meeting place for the Witan <b>(1)</b>; it met where the monarch decided <b>(1)</b>.</i></li></ul> <p>Accept other appropriate features and supporting information.</p>	

Question		
<b>4 (b)</b>		<p>Explain why there was a disputed succession to the English throne when William I died.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Normandy</li> <li>• Bishop Odo</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation [AO2];  Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks.  <b>AO1:</b> 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
<b>2</b>	<b>4–6</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>3</b>	<b>7–9</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

### 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 Rufus was the second-in-line to the throne and he had been made heir instead of the elder surviving son Robert, which went against Norman custom and practice.
- There had been a dispute between William I and Robert, which had led to Robert's disinheritance in England.
- Robert was bequeathed Normandy despite fighting his father. William Rufus was made heir to the English throne. Both wanted the territory in its entirety.
- Both claimants had good claims to the throne and this naturally led to divisions in support.
- The barons wanted the two territories to be united as one. Some feared William would dispossess them, and so supported Robert in his claim for the English throne.
- Leader of the rebels was Odo, who sought to maintain his power in England. The barons and Odo saw Robert as the weaker of the two and hoped for personal increase in power and status, and thus sought to remove Rufus.

Question		
<b>4 (c) (i)</b>		<p>'The main reason William I was able to keep control of England in the years 1066–75 was the building of castles.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• The design of motte and bailey castles</li> <li>• Lanfranc and the Church</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks.  <b>AO1:</b> 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>3</b>	<b>9–12</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- The design of motte and bailey castles meant that they could be erected easily and quickly (Dover in eight days) it has been estimated that c500 were built in William's reign.
- Castles were built at strategic points in the country and garrisoned. They became a symbol of Norman power.
- Norman lords used castles as their base to give them status and control over the local area.
- The castles also offered protection for locals, and so had a useful function in winning support amongst the Anglo-Saxon population.

Relevant points which counter the statement may include:

- The appointment of Lanfranc gave William power over the Church, and the Church exerted a strong influence over the Anglo-Saxon population; indeed William was genuinely accepted as king by a large proportion of the population.
- Land was given to William's supporters, and this helped William control the country just as much as castles did.
- Rival claimants to the throne were weak and did not win the support of foreign allies, and so it could be argued that the many castles in England were often redundant.
- William's ferocity in 1069 showed what would happen to rebels and clearly showed Norman military might, which did not rely on castles; rebellions were weak and uncoordinated and were easily defeated.

Question		
<b>4 (c) (ii)</b>		<p>'The main consequence of the appointment of Lanfranc as Archbishop of Canterbury in 1070 was an increase in Norman control of England.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Archbishop Stigand</li> <li>• monasteries</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks.  <b>AO1:</b> 6 marks.</p>
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Relevant points which support the statement may include:

- Removing Stigand meant that the most senior cleric was Norman not Anglo-Saxon, and he was the last link to Harold.
- Stigand had been at Harold's coronation, and his removal meant the Church could not question William's claim – and this made William's grip more secure.
- Lanfranc's appointments to high positions in the Church were almost always of Norman heritage, and thus William's desire to control the Church was fulfilled.
- Lanfranc attempted to keep as much independence from the Papacy as possible for the English church, which in effect meant greater Norman control of England.

Relevant points to counter the statement may include:

- The consequence of Lanfranc's appointment had important consequences for the legal system and also the Church in England – his work on civil and canon law and the court system were significant in the development of England's common law.
- Lanfranc began to introduce important reforms to the Church and enforced celibacy on English clerics.
- Lanfranc encouraged the development of monasticism and its values throughout England.
- Lanfranc attempted to maintain high standards of discipline and education among the clergy. These reforms added to the influence of the Church on everyday life.