

GCE 2004
June Series



Mark Scheme

History Alternative M Units 2, 5 and 6 (Subject Code 5041/6041)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING GCE HISTORY:**AS and A2 EXAMINATION PAPERS**

General Guidance for Examiners

A: INTRODUCTION

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:*Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills**:
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

June 2004**Alternative M: Britain, 1060-1216****AS Unit 2: The Norman Conquest: Britain, 1060-1087****Question 1**

- (a) Use **Source A** and your own knowledge.

Explain briefly the meaning of “excommunicate” in the context of William’s policy towards the Church. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. understands that this meant cutting a man off both from the Church, its sacraments and hope of heaven, and from any form of communication with his fellow men. **1**

- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. the implications of this for William’s communication with his ruling class of barons. Best answers will mention that this was an exercise in extending royal authority over the Church and/or a bid to keep papal authority out of England. **2-3**

- (b) Use **Source B** and your own knowledge.

Explain how useful **Source B** is as evidence of William’s attitude towards the Church. (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. lists the reforms he made. **1-2**

- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. pious prince; justly famous etc, as well as the unrelievedly flattering picture it paints of William compared to the other sources. **3-5**

- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. Vitalis’s flattering view of kings

who were generous towards the Church, the fact that he is not always so positive towards William (which might hint at some validity here) and, possibly, the circumstances surrounding the possible reasons for it being written at a time when the Conqueror's sons were in dispute with the Church and the contrast it was designed to create. Background knowledge in addition could include William's promise to the papacy before the Conquest to reform the English Church and that this points to him keeping his side of the bargain. **6-7**

- (c) Use **Source A, B and C** and your own knowledge.

“William the Conqueror's policy towards the Church in England was solely one of oppression.”

Explain why you agree or disagree with this statement. **(15 marks)**

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based *either* on own knowledge *or* the sources. **1-4**

- L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

Reasons will include the extension of royal authority over the Church and a break in the links with Rome (A), his role in deciding the composition of the English episcopacy (B), imposition of knight service (C). Other reasons include the imposition of foreign churchmen who blocked promotion prospects for Englishmen, the spoliation of parts of the Church, the growing gap between hierarchy and parish/popular religion. On the other hand, mention should be made of the benefits brought to the English Church by the nature of the reform engendered, both spiritual and material. The best answers will attempt to structure an argument, begin to consider the variety of reasons and may well place the issue in the context of both continental reform and the opportunity given to the Norman kings to exploit the resources of the Church due to its role in the ‘feudal system’, implicit in B.

Level 1 and Level 2 will either paraphrase material from the sources or will give a general account of Church reform, which will be descriptive or assertive. Level 3 should have some understanding of issues though lacking in depth and balance. Level 4 should present a range of reasons covering the nature of William’s Church policy, while Level 5 will show sound integration and attempt judgement.

Question 2

- (a) Comment on the term “men of influence” in the context of the situation in England immediately following the battle of Hastings. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. basic explanation that these were the remaining Englishmen of any note, e.g. Edwin, Morcar, Stigand, the Witan. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, explanation demonstrating understanding of the way in which the attitude of these men prevented any immediate fight-back, e.g. not fully backing Edgar Atheling, withdrawing troops; and how this allowed William the opportunity to establish himself so effectively in the military sense by the end of the year that they offered him the crown. **2-3**

- (b) Explain the reasons why William won the battle of Hastings. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. tells the story of ‘what happened’. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. because of the troops he used, superior tactics, because the English had not long previously fought another battle, and link it with some degree of explanation. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. as L2, and offer an explanation which attempts to prioritise, link or assess the factors identified, placing the issue in the context of both his strengths and Harold's misfortune and possibly linking it to the Normans' view of a successful 'trial by battle'. **6-7**

(c) Was William's reaction to the Northern Rebellion the most important factor in securing his hold on England? Explain your answer. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Some of the main issues include the fact that William treated the surviving English earls well and involved them in his court in the initial stages. Also, although the Harrying of the North effectively ended English rebellion, his treatment of this area was decidedly out of character given his approach to earlier insurrections. He received support from the English fyrd also, which indicates an acceptance of the nature of his kingship. English rebellion had petered out by 1072, but William faced rebellion from his own earls in 1075. Danish invasion never really materialised, but the threat of it led to the compiling of the Domesday book to evaluate resources. The borders, particularly Wales, remained unstable areas where most of the work of pacification was undertaken by the marcher lords under royal licence. Also of some importance is the extent to which the normanisation of the English hierarchy – both political and spiritual – proceeded, which removed any real or potential threats to William's control. Overall, the conquest was still somewhat piecemeal and unfinished in nature at the time of his death and was mostly consolidated by William Rufus.

Level 1 will be based on generalised assertions about either rebellions or the system of military feudalism without much focus or direction. Level 2 may have sound description of the course of events without sufficient links to the actual question. Level 3 will show relevant focus and will present simple analysis. Level 4 should manage a balance of factors and long term/short term indicators of success. Level 5 will show either impressive depth of knowledge or the ability to evaluate success at varying levels.

Question 3

- (a) Comment on the meaning of “ordeal of hot iron” in the context of the judicial system in England. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. understanding that this was a method of deciding guilt/innocence. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. related to the nature of such a proof as evidence of reliance on the will of God, and its retention in the system by the Normans as a sign that William did not intend to change completely the customs of the English. **2-3**

- (b) Why did William introduce new courts into England? (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. because he was a Norman; because of feudalism; or describes courts. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. linking the courts with the nature of the system of military feudalism, Church courts, to keep his promise to the pope. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. Curia Regis – which stressed continuity; their role in the control of the English and Norman population of the country by working within the system of military feudalism. **6-7**

- (c) Was the need to protect the Normans William’s main purpose in re-organising the system of justice in England? Explain your answer. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Points include e.g. apparent anti-English/pro-Norman introductions such as murdrum and frankpledge as well as the banning of blood feud/weregeld as attempts to maintain order; the genuine expression of piety which led to the retaining of trial by ordeal and battle; the continuation of the courts of shire and hundred, as a way of dealing with those not inside the feudal system (freemen); and the purely selfish motives that led to the hated forest laws – hated by English and Norman alike. The main theme that runs through all of these is the income they brought in – a major source of royal revenue throughout the period – rather than the reason suggested in the statement.

Level 1 will be based on generalised assertions without much evidence or direction. Level 2 may have sound description of what changed and what stayed the same and why without sufficient focus on the actual question. Level 3 will show relevant focus and will present simple analysis of possible positive or negative motives over time. Level 4 should manage a balance of factors and long term/short term indicators of reasons for changes/continuity. Level 5 will show either impressive depth of knowledge or the ability to evaluate a range of reasons for William's policy.

June 2004

Alternative M: Britain, 1060-1216

A2 Unit 5: Authority, Reform and Rebellion; Britain, 1087-1216

Question 1

- (a) Use **Sources A** and **B** and your own knowledge.

To what extent do these sources differ on the reasons for Henry's dispute with the Papacy?
(10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

Level 1 answers will be thin in material and/or assertive in argument. At Level 2 some aspects from the sources will be cited, e.g. Source A focuses on the question of investiture while Source B concentrates on freedom of election as the key reason for dispute. There will be some reference to own knowledge, perhaps regarding Anselm or the traditional rights of Henry's predecessors. At Level 3 there will be evidence from the sources; while both focus on key issues such as Henry's traditional rights, Source A is more detailed on the king's desire to continue with investiture, while Source B stresses his desire to control royal nomination to offices. There should be own knowledge to elaborate on some selective factors, e.g. the context of Anselm's changing attitude towards homage, his mission to Rome in 1103 and subsequent exile, the Pope's willingness to compromise over the issue of homage, the nature of the investiture context in Europe. Level 4 responses will contain a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate about the causes of Henry's dispute with the Papacy.

- (b) Use **Sources A** and **B** and your own knowledge.

“The agreement of 1107 was a political and financial victory for King Henry I.”

Consider the validity of this view.

(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This is a synoptic question and candidates' responses should be rewarded for the range of factors covered. These are specified in the following coverage and are linked to the levels.

Level 1 answers are likely to use the material in the sources, but this will be descriptive and undeveloped, e.g. Henry had lost nothing of substance (B). Level 2 and Level 3 should attempt to order some points systematically, possibly limited to, or mainly concentrating on Henry's control over elections, or will consider a range of issues, e.g. investiture, temporalities and homage. Description rather than judgement will remain uppermost, however. Level 4 should consider the whole range of issues rather than concentrating on one specific issue to decide extent, and provide balanced and explicit understanding of precise material relating to the main points – the issue of symbolism and royal sacral kingship, the compromise of Lebec and European context on the issue, Henry's links with the Empire,

though judgement will be limited. Own knowledge will develop the position in the latter part of Henry's reign after Anselm's death. Level 5 will place change through time within this context in order to assess validity, e.g. the reality of royal control over the English church.

Question 2

- (a) Use **Sources A** and **B** and your own knowledge.

To what extent do these sources differ on the impact of John's dispute with the Papacy?
(10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

Level 1 answers will be thin in material and/or assertive in argument. At Level 2 some aspects from the sources will be cited, e.g. Source A focuses on the extent of the impact, causing sorrow and anxiety, a general suffering and the departure of many, while Source B concentrates on a less emotive analysis of the impact and its limits. There will be some reference to own knowledge, perhaps regarding his submission of England as a papal fief and the impact of that 'astute political move' on the threat of French invasion and baronial revolt, or regarding John's profits from bishoprics left vacant, £9,275 in the year 1212 alone. At Level 3 there will be evidence from the sources, while both focus on key issues such as the suspension of Church services and the flight abroad of churchmen, Source A is more generalised, while Source B is more detailed and precise, and stresses the impact on the king, including financial benefits. There should be own knowledge to elaborate on some selective factors, e.g. the impact of Papal weapons such as interdict and excommunication, or the attitude of the English. Level 4 responses will contain a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate about the impact of John's dispute, on his reputation and income in particular.

- (b) Use **Sources A** and **B** and your own knowledge.

“The outcome of John’s dispute with the Pope was a financial and political victory for the crown.”

Consider the validity of this view.

(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This is a synoptic question and candidates’ responses should be rewarded for the range of factors covered. These are specified in the following coverage of sources and are linked to the levels.

Level 1 answers are likely to use material from the sources to agree with the proposition; such information will be descriptive and undeveloped, e.g. John enjoyed huge revenues from confiscated ecclesiastical property (B). Level 2 and Level 3 should present a range of factors to either agree or disagree, e.g. the general impact of the dispute on the English, own knowledge could include the nature of the dispute or the impact of the interdict compared to John’s excommunication, expanding on (B). At the higher levels, all these points would form the basis of an analysis in context; the eventual compromise, papal suzerainty over England

and 1,000 marks per annum, papal influence and the aborted French invasion, the role of Stephen Langton as either co-ordinator of baronial demands or moderator and mediator, the role of the Papacy as a support to John during the baronial revolt, with Level 5 showing conceptual awareness on the nature of the relationship and the limits on Papal influence, confident use of historiography such as Turner and effectively sustained judgement to ‘consider the validity’.

Questions 3-8 are synoptic in nature and the rewarding of candidates’ responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without* reference to sources)

Target: AO1.1, AO1.2, AO2

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 3

How significant an impact did royal absence have on systems of government and administration in England during the reign of **either** King Henry I or King Richard I?
(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content**1100-1135**

Level 1 will provide a narrative account of the theme of the question or make unsupported statements. Level 2 should present some range of factors relating to the role and activities of Roger, Bishop of Salisbury as the King's viceroy, the growth of the Exchequer as a means of control, records and the pipe roll, writs and developments in Chancery, but this will lack weight of precise knowledge and probably be unbalanced. Level 3 should begin to show understanding of the demands of the question and provide a selection of material to support an argument, e.g. problems caused by possession of Normandy and the need for the King/Duke's presence, growing royal centralisation in government, sheriffs and other royal officials – but judgement will be limited on description. Level 4 should provide sufficient evidence to consider the impact of absence in a structured and coherent manner – growing centralisation, increasing bureaucracy and record keeping, and also focus on other contributory factors, e.g. financial need. Level 5 will consider effectively change through time and place the issue firmly in context, using relevant historiography such as Green, to arrive at a well-balanced judgement.

The reign of Richard

Level 1 will either give a superficial account of Richard as King of England, relying mainly on description, or will make unsupported statements on the theme of the question. Level 2 should show some level of understanding of a range of factors, e.g. the work of Hubert Walter as chief justiciar, the impact of Richard's absences on Anglo-Norman government – but will lack weight of specific evidence or will be unbalanced. Level 3 should show a better organised and rather more analytical approach, providing greater information on points mentioned below and beginning to consider a greater range of aspects, e.g. Richard's actions and preparations for absence will be analysed, and the impact of Richard's financial demands. Level 4 will be as Level 3 but will begin to achieve a balanced analysis on bureaucratic systems; judicial records; plea rolls; coroner's rolls and final concords with a full context related discussion present at Level 5, in particular, reference to relevant historiography is to be expected.

Question 4

Assess the significance of developments in the administration of justice for royal finance and control **either** in the period 1087 to 1135 **or** 1154 to 1189. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content**1087-1135**

Level 1 will provide a narrative account of the theme of the question or make unsupported statements, probably linked to Henry's actions and reputation. Level 2 should present some range of factors relating to the Laws of Henry I, his reputation as 'the Lion of Justice', but this will lack weight of precise knowledge and probably be unbalanced. Level 3 should begin to show understanding of the demands of the question and provide a selection of material to support an argument, e.g. developments in justice, the offices of chief justiciar and royal justice, problems of disputed succession/divided loyalties caused by possession of Normandy, growing royal centralisation in government, changes in the punishment of crime – but judgement will be limited by description. Level 4 should provide sufficient evidence to consider the validity of the proposition in a structured and coherent manner, 'significance' may relate justice to wider issues of finance, control of the baronage and royal absence, while scope should be seen through knowledge of the issue during the reign of William Rufus. Level 5 will consider effectively change through time and place the issue firmly in context, using relevant historiography, to arrive at a well-balanced judgement.

The reign of Henry

Level 1 will either give a superficial account of Henry and the law, relying mainly on description, or will make unsupported statements on the theme of the question. Level 2 should show some level of understanding of a range of factors, e.g. use of royal officials, increase in centralisation, the birth of the common law, the office of justiciar – but will lack weight of specific evidence or will be unbalanced. Level 3 should show a better organised and rather more analytical approach, providing greater information on points mentioned – both the administration of justice and judicial procedure, e.g. Henry's assizes, general eyres and itinerant justices, the growth of the jury system. Level 4 will be as Level 3 but will begin to achieve a balanced analysis on the expansion and professionalisation of royal justice, with a full context related discussion present at Level 5. Reference to relevant historiography is to be expected.

Question 5

How significant a role did the monarchy play in extending Anglo-Norman political and religious influence in **either** Wales or Scotland in the period 1100-1154 **or** Ireland in the period 1154-1216? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content**Either:**

Level 1 will probably provide a narrative account of the situation or will make unsupported statements along the lines of the theme of the question. Level 2 should begin to introduce a range of points, e.g. royal expeditions in Wales and royal patronage in Scotland – but this will be limited in judgement and scope. Level 3 should consider a range of relevant issues across the period in a more structured approach, providing greater information and linking themes as above. This could consider the attitude and interest of English kings to the extension of authority, and the use of patronage rather than force of arms. Baronial actions in both Wales and Scotland will be considered. Interests other than political (e.g. the Church, dynastic politics, economic colonisation) are also worth considering. Level 4 should confidently identify and expand on the themes mentioned and being to consider change across the period, e.g. Greater royal involvement in Wales to curb the power of the marchers, King David in Scotland and the effects of the civil war. Level 5 will be as Level 4, but will show conceptual awareness of the limits of royal intervention in Wales, but may see it as paramount in Scotland.

Or:

General chronological accounts of ‘what happened’ or unsupported assertion relating to ‘methods’ will fall into Level 1. Level 2 answers should begin to establish some range of methods, e.g. baronial opportunism, royal-led expeditions, claims to overlordship, the roles of Dermot of Leinster and John de Courcy, the role of the Church, Pope Adrian IV and *Laudabiliter* in particular, but will lack precise material, may well be limited chronologically and fail to reach a judgement. Level 3 should be as Level 2, but with more depth of knowledge on the actions of Henry and John in 1185 and 1210 and an attempt at structuring an answer, discussion will be limited to the main theme of the question however and judgement will remain largely implicit. Level 4 and Level 5 should show precise knowledge across the whole period and balance the factors that brought about the growth of Anglo-Norman influence. The highest level should deal confidently with change through time to produce effective judgment.

Question 6**EITHER**

Assess the validity of the view that the union of England and Normandy was preserved by military success and endangered by dynastic failure in the period 1087 to 1135.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

Level 1 will provide a narrative account of the theme of the question or make unsupported statements, probably linked to the actions of Henry in gaining Normandy. Level 2 should present some range of factors relating to the union, the manner in which Rufus and Henry gained Normandy, but this will lack weight of precise knowledge and probably be unbalanced. Level 3 should begin to show understanding of the demands of the question and provide a selection of material to support an argument, e.g. the danger posed by dynastic failure – in 1120 in particular – but judgement will be limited by description. Level 4 should provide sufficient evidence to consider the validity of the proposition in a structured, balanced and coherent manner; ‘validity’ may relate dynastic failure to the succession issue and the problem of William Clito. Level 5 will consider effectively change through time and place the issues firmly in context, using relevant historiography, to arrive at a well-balanced judgement.

Question 6**OR**

Assess the validity of the view that the Angevin Empire was lost by military failure and not by familial disunity in the period 1189 to 1214. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6**L2: 7-11****L3: 12-15****L4: 16-18****L5: 19-20****Indicative content**

Level 1 will either give a superficial account of John's loss of Normandy, relying mainly on description, or will make unsupported statements on the theme of the question. Level 2 should show some level of understanding of a range of factors, e.g. familial disunity in 1189, 1193 and 1199 to 1202 with the actions of Richard, John and Arthur – but will lack weight of specific evidence or will be unbalanced. Level 3 should show a better organised and rather more analytical approach, providing greater information on points mentioned – both the familial disunity and Philip's military success in 1194, 1199, 1203 to 1204 and 1214 e.g. from Gisors to Bouvines. Level 4 will be as Level 3 but will begin to achieve a balanced analysis with perhaps other factors offered beyond those suggested, i.e. financial resources, suzerainty or 1199 as a turning-point, with a full context related discussion present at Level 5. Reference to relevant historiography is to be expected.

Question 7

“Anti-Semitism increased in the period 1087-1216 because Jews were seen as social outcasts, money-lenders and Christ-killers.”

To what extent would you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

Level 1 will probably provide a narrative account along the line of ‘what happened’ or will make general statements about English attitudes to the Jews. These may well be limited chronologically. Level 2 should deal with a range of factors, e.g. envy, accusations of avarice, favour of the crown, traditional hostility, and the ‘blood libel’ – but will lack weight of evidence and/or fail to reach a judgement. Level 3 should be as Level 2, but with more structure and be supported by more precise knowledge on the suggested causes. Some attempt at judgement will be made, probably along the lines of the themes in the question but will remain largely implicit. Level 4 will sustain the demands of the question regarding social, financial and religious issues, and begin to balance the factors up to 1216, including links to ‘Angevin despotism’, the Jewish social position as outsiders, the impact of their financial role and the context of religious hostility and the notion of Deicide must be met. Level 5 will have a full context related discussion, backed by precise evidence and will consider how the wider aspects of the situation produced an escalation of the feeling towards the Jews as the period progressed.

Question 8

“The growth of monasticism in England between 1087 and 1216 was, above all, the product of royal patronage.”

To what extent would you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

Level 1 will provide generalised narrative overviews on the issue of monasticism with little specific focus on the issue. Level 2 should have some range of factors present, e.g. the growth of the orders such as Cistercians or Augustinian canons, but these will be limited by description and lack of precise knowledge. Level 3 should begin to order this range of points more effectively and begin to achieve a balanced analysis, royal patronage for specific abbeys and its importance as a trend-setter for baronial patronage – King Henry, Matilda and Augustinian canons – his court was responsible for all but ten of the forty-three houses founded by 1135, King Stephen and the Savignacs, European influences, the Northern revival of Benedictine monasticism, abbeys founded as an act of atonement. Level 4 will provide a balance between the various factors of spiritual familial and class-based influences with specific examples – Warren and Cluny, Walter Espec and the Cistercians. Level 5 will show appropriate conceptual awareness by placing the issues firmly in context. Precisely selected evidence will indicate the extent to which royal influence was paramount, historiography may focus on Burton.

June 2004

Alternative M: Britain, 1060-1216

A2 Unit 6: The Anarchy of King Stephen's Reign

Question 1

- (a) Use **Source A** and your own knowledge.

How valid is the view in **Source A** of the career of Geoffrey de Mandeville? (10 marks)

Target: AO1.1, AO2

- | | | |
|-----|--|-------------|
| L1: | Summarises the content of the extract and the interpretation it contains. | 1-2 |
| L2: | Demonstrates understanding of the interpretation and relates to own knowledge. | 3-5 |
| L3: | As L2, and evaluation of the interpretation is partial. | 6-8 |
| L4: | Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. | 9-10 |

Indicative content

Answers at Level 1 will be based entirely on the extract, e.g. reference to the brutality of de Mandeville, ravaging, plundering and torturing. To reach Level 2, answers could expand on the career of de Mandeville as developed in the extract. More discriminating and critical responses should reach Level 3; these could begin to evaluate the relative issues raised by Poole, that his was a career not without parallel – perhaps through comparison with Eustace, or the Earl of Chester, or on the issue of this episode of baronial disorder as atypical of their attitude and behaviour. Responses at Level 4 will be framed analytically throughout. Evaluation will be broadly based and judgement of validity will take account of a range of perspectives, e.g. the nature of Stephen's response to this episode and de Mandeville's fate, or the geographical and chronological limits of his career, or the latest revisionist interpretations of de Mandeville, using the source but drawing on own knowledge for judgement of validity.

- (b) Use **Source B** and your own knowledge.

How reliable is the view offered in **Source B** about the extent of disorder? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

Level 1 answers will make simple statements relating to content, e.g. the land was ruined, disorder lasted for nineteen years. Level 2 responses will recognise that the source is generalised and may develop on such limitations. These issues will be taken further in Level 3 through discussion of provenance and content, authorship and the issue of reliability, e.g. the contrast between depth of detail and order at Peterborough and generalisation and disorder elsewhere. Level 4 responses will form judgements supported by an analysis of both content/argument and authorship in relation to reliability, recognising that the source is valuable through its differentiation on Peterborough, or analysis of its clerical views on the cause of disorder – sin.

- (c) Use **Sources A, B and C** and your own knowledge.

“There was no anarchy in The Anarchy.”

Assess the validity of this view on the nature of disorder during Stephen’s reign.

(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

Source A provides an example of anarchical behaviour by one of Stephen's barons and stresses the King's limited authority, although this is seen as atypical. Source B gives the contemporary view of anarchy including one of the most apposite quotations, but the source is generalised and contradictory. Source C accepts the existence of anarchy but limits its extent, both chronologically and geographically.

Level 1 answers will probably rely on unstructured narrative or simply paraphrase the extracts. By Level 2 material may be descriptive and lacking in weight and balance, but a range of relevant factors will be included, e.g. the chronology of disorder present in Source C, lack of royal authority and control. Answers could focus on the implications of Source B. By Level 3 clear evaluation may be present in a relevant selection of material from sources and own knowledge, perhaps focusing on the implication of the term anarchy and the reality of disorder in geographical and chronological extent, or the nature of Stephen's kingship, treaties of 'conditional love'. Level 4 answers will illustrate a wide range of factors in a balanced explanation, e.g. the issue of localised authority at a regional level. At Level 5 appropriate conceptual awareness may be shown through use of historiography, such as Warren Hollister and Bradbury.