



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

## History

### Alternative A

## Units 1, 4 and 6

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**CRITERIA FOR MARKING GCE HISTORY:****AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

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**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 AO1.1, 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 (AO1.2), 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 (AO2, 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 characteristics: 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 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

**Alternative A: Crusading Europe, 1046 -1223****Unit 1: The Crusading movement and the Latin East, 1095-1192****Question 1**

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

Explain briefly the importance of "to take up the Cross" in relation to going on crusade. (3 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates understanding of the issue from the source, e.g. taking the cross meant going on crusade. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and the context, e.g. the cross as a symbol of intent, a public display of commitment. It signified the vow which granted crusader privileges, the wearer was treated as a temporary ecclesiastic. **2-3**

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

Explain how **Source B** challenges **Source A** on the importance of Jerusalem to participants in the First Crusade. (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: Extracts relevant information from both sources, with limited reference to context, e.g. both sources mention Jerusalem, Source B mentions our lord's tomb, while Source A emphasises the Holy Sepulchre, Source B also refers to the seizure of Constantinople. **1-2**
- L2: Extracts and compares information about the issue from both sources with reference to own knowledge, e.g. Sources A and B both develop elements regarding Jerusalem, an armed response in Source A, while Source B focuses on the religious attraction. Own knowledge may refer to the nature of religious motivation in different groups, or the other motives involved in crusading. **3-5**
- L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. as above, and while Source B contrasts the

motives of different social groups – only the poor were concerned with Jerusalem, Source A only mentions ‘the lords’. Candidates may provide context on the Alexiad and Byzantium with reference to the call for aid, or from Source A the debate over the papal appeal and the centrality of Jerusalem. Own knowledge may focus on the relations of the Normans, especially ‘villainous characters’ such as Bohemond, with Byzantium or the wider context of events, such as the Fourth Crusade. **6-7**

- (c) Refer to **Sources A, B and C** and use your own knowledge.

Explain the importance, in relation to other factors, of greed as a motivation for going on the First Crusade. **(15 marks)**

*Target: AO1.1, AO1.2, AO3*

- 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 on *either* 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. **5-8**

***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.

- 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* own knowledge, explicit understanding of the demands 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

At Level 1, candidates will either launch into narrative accounts of the crusade or will make simple statements about motivation either from sources or own knowledge. It is likely that examples of motivation will be simply quoted from some or all the sources with little or no comment and/or development. General reference may be made to a variety of issues, the role of spiritual reward, piety, knightly ethos and lure of adventure. At Level 2 responses should

be more precise, using either extracts or own knowledge, selecting relevant examples and relating them and their importance to the issue of greed. Such answers will be partial and lack weight and balance. Candidates might illustrate greed through reference to Sources B or C. At Level 3 answers will be predominantly analytical. Material must be drawn from both sources and own knowledge in some depth and while the debate is clearly understood judgement may be implicit or partial. In arguing against the implications of the question candidates may focus on the more complex views on individual motivation now current - piety was mixed with powerful ambition and greed. Candidates will not be penalised for accepting the implication of the question, that is, that materialism was of some importance, but should explain the lure of Jerusalem in particular, and the crusade as penitential pilgrimage. Level 4 answers will have a well-balanced analytical approach with a sustained focus on the debate, especially the motives of participants such as Bohemond of Taranto and Raymond of Toulouse. Judgement on the issue will be shown with a wide range of well-selected sources. Level 5 answers will show clear conceptual awareness beyond the basic debate for and against spiritual material, buttressed by wholly relevant evidence such as Phillips and the latest works by Jonathan Riley-Smith.

## Question 2

- (a) Explain briefly what was meant by “the papal bull” in relation to crusading. (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term or concept, largely based on the extract, e.g. reference to Eugenius and Quantum Praedecessores. **1**
- L2: Developed explanation of the term or concept, linked to the context, e.g. the bull as the formal call to crusade, the Pope’s role in creating a crusade. The bull’s defining of crusader privileges, preaching. This bull’s lack of impact. **2-3**

- (b) Explain why a crusade was considered to be necessary in 1146. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates implicit understanding of the issue or event through general and unsupported statements, e.g. reference to the fall of Edessa. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue or event through relevant and appropriately selected material, e.g. the rise of Muslim unity in N. Syria under Zeng of Mosul and the fall of Edessa in 1144; the motives of Louis VII and his desire to go on pilgrimage after Vitry; the spiritual regeneration sought by Bernard of Clairvaux in his preaching of the crusade. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue or event and prioritises, making links, or draws conclusions about their relative significance, e.g. the lack of a firm focus and aim in a crusade focused, not only on Palestine, but also Iberia and N. Europe. **6-7**

- (c) “Participation in the Second Crusade was primarily inspired by the preaching of Bernard of Clairvaux.”  
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 generalisation 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 issues.
- Or***  
Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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**

At Level 1 most candidates will make simple statements about the motives of participants from the sources or own knowledge. Most are likely to agree with the statement. It is likely that reasons are simply described with little or no comment and/or development. General reference may be made to a variety of aspects. At Level 2, responses will be more precise, selecting relevant examples and relating them and their importance to the motives of participants; idealism and the driving-force of religious fervour, the expected rewards; remission of sins, or materialism; greed and ambition. The implication of the question, that the crusade was mainly Bernard’s enterprise may include the preaching tour undertaken by St Bernard, his inspirational role at Vezelay and Speyer, especially with regard to the German king, Conrad III. Bernard’s primary importance may be denied with probable focus on the political situation and military needs in the near east, but such answers will be partial and lack both weight and balance. At Level 3 the answers will be predominantly analytical, and while the debate over inspiration is clearly understood, judgement may be implicit or partial. In arguing against the question candidates may focus on the motives of Louis VII or develop general themes from key sources such as the Wurzburg chronicle. Students may focus on the Papal bull and its focus and impact. Level 4 answers will have a well-balanced analytical approach with a sustained focus on the issue and clear evaluation. That is, judgement on the issue will be clearly shown with a wide range of well-selected material. Candidates might usefully look to historiography, especially Mayer and Riley-Smith. Level 5 answers will

show clear conceptual awareness of the issue and independence of thought; they may directly challenge the implications of the question and show clear conceptual understanding of this complex issue.

### Question 3

- (a) Explain briefly what was meant by “Sunnite” in relation to the Crusader States.  
(3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term or concept, largely based on the extract, e.g. that this was a Muslim group, one of the divisions within Islam. **1**
- L2: Developed explanation of the term or concept, linked to the context, e.g. that the Sunnites were part of the schism within Islam, they followed the caliphate of Baghdad and dominated N. Syria. Their growing power and eventual dominance of Fatimid Egypt was to pose a key threat to the Crusader states in the 1180s. **2-3**

- (b) Explain why Muslim disunity was important to the establishment of the Crusader States.  
(7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates implicit understanding of the issue or event through general and unsupported statements e.g. reference to the divisions within the Muslim world, especially religious schism between Sunnite and Shi’ite. **1-2**
- L2: Demonstrates understanding of specific factors, explaining the development of the issue or event through relevant and appropriately selected material, e.g. the geographical and political weaknesses within the Muslims in the 1090s; the impact of the death of Malik shah, Fatimid actions in 1098, the events surrounding crusader success at Antioch and the weakness of Kerbogha. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue or event and prioritises, making links, or draws conclusions about their relative significance, e.g. as L2 and offering explanation of the factors which led to victory in 1099. **6-7**

- (c) “Loss of strong kingship after 1174 doomed the Crusader States to collapse by 1187.” 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 generalisation 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 issues.
- Or***  
Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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**

At Level 1 most candidates will make simple statements about the weaknesses of the crusader states either from the source or own knowledge. Most are likely to agree with the statement. It is likely that answers at this level will focus on the events of 1187 and the battle of Hattin only. General reference may be made to a variety of reasons for collapse, e.g. disunity amongst the Franks, the geography of Outremer, shortage of manpower, problems of defence, growing Muslim unity and the decline of Byzantium. At Level 2 responses will be more precise, selecting relevant examples and relating them and their importance to collapse; such answers will be partial and lack both weight and balance. A main element will be the issue of kingship, in particular following the death of King Amalric in 1174 and the events following the accession of the Leper king, Baldwin IV. At Level 3 the answers will be predominantly analytical. Material must be drawn from both own knowledge and source in some depth, and while the debate over kingship's role and long-term versus short-term weaknesses is clearly understood, judgement may be implicit or partial. In arguing for the issue candidates may focus on the internal politics of the crusader states; the corporate independence and difficult relationship with secular and religious authority within Outremer, especially the military orders. The roles of Guy, Gerald and Reynald in 1187 may be developed, especially the personal weaknesses of King Guy. Level 4 answers will have a well-balanced analytical approach with a sustained focus on the issue and clear evaluation. That is, judgement on the issue will be clearly shown with a wide range of well-selected material. Candidates might usefully analyse the events of the campaign of 1187, or other dates at which collapse may have become inevitable, e.g. 1174. Level 5 answers will show clear conceptual awareness of the issue and independence of thought; they may directly challenge the implications of the question and show clear conceptual understanding of this complex issue, perhaps by focusing on recent historiography, especially Bernard Hamilton's new interpretation of this issue.

**Unit 4: Medieval Europe, 1046-1223****Section A: The Rise of Monarchical Power: France and the Capetian Kings, 1108-1223****Question 1**

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

What do you understand by Philip *Dieudonné* (God-given) in the context of twelfth-century France? (5 marks)

*Target: AO1.1, AO1.2*

- L1: Basic definition with limited exemplification, e.g. this is the future King Philip II. 1
- L2: Demonstrates understanding of the concept with supporting detail drawn either from the source and/or from own knowledge, e.g. dynastic continuity/the importance of regular succession in rise of Capetian power, or the difficulties faced by King Louis VII in producing an heir after nearly three decades of trying, or the three marriages needed before Philip's birth. 2-3
- L3: As L2 with developed references to both the source and own knowledge, e.g. sacral kingship as a key element in Capetian sovereignty. 4-5

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

Do **Sources B** and **C** fully explain reasons for the Capetian's positive relationship with the Church? (10 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. 1-2
- L2: Demonstrates explicit understanding of utility/sufficiency etc with reference to the sources and knowledge of the issue. 3-5
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both source and to own knowledge. 6-8
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency etc in relation to the issue. 9-10

**Indicative content**

Level 1 answers will probably simply paraphrase the sources or provide unstructured narrative. By Level 2 a range of relevant issues may be present, e.g. both Sources B and C develop the issue of protection of the church. Identification of the contrast, that while Source B stresses the importance of sacral kingship and the dynasty, Source C is more particular in

its focus on King Louis VII. However, answers at this level will lack weight and balance. By Level 3 relevant material from the sources will be augmented by own knowledge, e.g. the piety or otherwise of individual kings, or their positive relationship with the papacy. By Level 4 explicit understanding in a consistent and balanced explanation may relate the themes in each source to wider events, e.g. crusading, key advisors such as Suger or St. Bernard. By Level 5 effectively sustained judgement will be present, perhaps through the independence of thought to set the Capetians within the broader context of Church/State relations elsewhere in Christendom.

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

How significant a role did the Church play in the success of the Capetian kings between 1108 and 1223? (15 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. **1-4**

L2: ***Either***

Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. 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. **5-8**

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. **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 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. **12-13**

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. **14-15**

### Indicative content

Level 1 answers will probably be limited to unstructured chronological narrative on the success of the Capetians, mainly the reign of Philip with success limited to the Angevins. At Level 2, answers may still be descriptive and lack weight and balance, but there will be links to the key themes, e.g. from the sources: the Church as a source of legitimacy, influence,

patronage and enhanced reputation. Own knowledge may include some depth on the issue of sacral kingship, or useful examples such as Louis VI's reign, Suger's role in enhancing the image of monarchy, or the Church's contribution of income from regalian rights, troops and patronage. Key events could include the campaign of 1114 for practical aid and the crowning of Louis VII in 1131 for the glorified image of monarchy. By Level 3 a wider range and depth of material will be present, e.g. full chronological coverage of the period and some attempt at evaluation may be present, perhaps focusing for evaluation on the role of Philip and the treaty of Le Goulet as examples of alternative reasons for success. Level 4 answers will present sustained analysis, perhaps focusing on the issue of sacral kingship. At Level 5 candidates will show conceptual judgement and independence of thought, e.g. the context of long-term causes of Capetian growth and the inevitability of their success, or recent historiography such as Bradbury or White.

## Section B

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 level of response mark scheme and by the indicative content in each specific mark scheme for each question.

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

L1: ***Either***

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

**Or**

Answers 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 almost to 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**

### **Option A: The Reform Papacy, 1046-1085**

#### **Question 2**

Which was the more important in the re-establishment of Papal authority between 1046 and 1056, the role of the Emperor Henry III or the Reform Movement? *(20 marks)*

*Target: AO1.1, AO1.2, AO2*

**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**

At Level 1, candidates will provide unstructured narrative on the period. Reference to Henry III may be limited. At Level 2, a range of relevant issues may be present, probably stressing his positive contribution to cause of reform; his role at the Synod of Sutri in 1046 and position as patricius; his links with moderate reform and appointment of a series of German popes. However, at Level 2, relevant materials will lack weight and balance. Level 3 answers will have focus on both the negative and positive, the difficulties and opportunities created by Henry's death. Explicit understanding of a range of relevant factors could include the implications of the minority of Henry IV for papal authority and independence; relations with the roman nobility, the southern Normans and Duke Godfrey. By Level 4, the full range of content will be present and clearly linked to the issue. Level 5 answers will place Henry III's role firmly in context, perhaps challenging the overall significance of his death compared to other factors which promoted the cause of the reform movement, such as Leo IX's reform of the curia.

#### **Question 3**

How significant was the pontificate of Pope Leo IX in the spiritual and political reform of the Papacy between 1049 and 1061? *(20 marks)*

*Target: AO1.1, AO1.2, AO2*

**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**

Answers which are simple narratives of Leo's pontificate will only reach Level 1. At Level 2 knowledge of a range of Leo's activities will be shown, e.g. papal tours, development of the office of cardinal, legates, provincial councils and development of common law. By Level 3 there will be a clear focus on the issues of spiritual and political reform – simony, clerical marriage and relations with the western and Byzantine empires respectively. By Level 4 the full range of content will focus on evaluating extent, perhaps through focus on wider content within the key dates – the rise of more radical reform and the political revolution of Nicholas II's pontificate. Level 5 answers will offer sustained conceptual understanding perhaps through judgement on the permanence of change.

**Question 4**

Was political power or religious reform the major cause of the conflict between Henry IV and Gregory VII?  
(20 marks)

*Target: AO1.1, AO1.2, AO2*

**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**

At Level 1, candidates are likely to offer unstructured narrative on the Investiture contest and Canossa without direct reference to the question. By Level 2, material may be descriptive and lacking in weight and balance, but reference will be made to the key issues, i.e. the importance of political and religious issues as causes of conflict. At Level 3 candidates will move beyond the course of conflict to evaluate its causes through the key concepts, perhaps through analysis of Gregory's claims to challenge Henry's power in the 'dictation of the Pope', a statement of Gregory's principles of papal authority and action, or through analysis of the radical reformers' views on the position of kings, or through reference to issues such as investiture, the Milan election and the German princes. Balance and judgement on politics and religion will be clearly shown at Level 4, as will understanding of the wider context, e.g. Gregory and Henry's relations with the German princes, bishops, Romans and cardinals. Conceptual understanding may include theocratic ideas or sacral kingship and the role of monarchy in society. Independent judgement at Level 5 may focus on the essential dichotomy of the political/spiritual position of the medieval church.

**Option B: The Pontificate of Innocent III, 1198-1216****Question 5**

How successful was Innocent III in meeting the spiritual and political challenges posed by popular heresy? (20 marks)

*Target: AO1.1, AO1.2, AO2*

**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 answers will probably rely on unstructured narrative or simply generalised and unfocussed narrative accounts on the Cathars or the Albigensian crusade. By Level 2 material may be descriptive and lacking in weight and balance, but a range of relevant factors will be included, e.g. 'success' could develop Innocent's role in the creation of the friars, or in reintegrating gospel-based movements such as the Waldensians, or in meeting the challenge through reform at the Fourth Lateran council. Alternatives could focus on the specific failure of the Albigensian crusade. By Level 3 clear evaluation may be present, perhaps contrasting success regarding different forms of heresy, or focused on efficacious methods, e.g. persuasion, re-integration, reform, or on later success after his death with the inquisition, or the creation of legitimate alternatives in the friars. Level 4 answers will illustrate a wide range of factors in a balanced explanation, e.g. the concept of innovation through comparison of Innocent's actions with those of his predecessors. At Level 5 appropriate conceptual awareness may be shown through reference to Moore and the centrality of Lateran IV in 1215 to meeting the challenge of all perceived dissent.

**Question 6**

How far would you agree that Pope Innocent III failed to assert spiritual and political authority over the German Empire? (20 marks)

*Target: AO1.1, AO1.2, AO2*

**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 answers will be able to provide basic narrative accounts of Innocent's pontificate but material on his relations with the Empire will be generalised and unfocused. At Level 2 material of more particular relevance will be present, e.g. Innocent's conception of papal power with particular reference to the Empire; his involvement in the disputed election to the German throne; and the desire to curb Hohenstaufen ambitions in Italy, and the position of Frederick in Sicily. At this level answers will lack weight and balance. A more explicit and precise focus on key aspects mentioned above will be present at Level 3, and some attempt at evaluating success - perhaps through key events such as Neuss, Spire and Eger, or changing support for Otto, Philip and Frederick. Clear evaluation will be found at Level 4 where answers will examine a full range of relevant factors and provide clear judgement, e.g. the long-term impact of apparent success during Innocent's pontificate. Such judgement and focus will be independent and sustained at Level 5.

**Question 7**

To what extent did Pope Innocent III achieve his aims regarding the ecclesiastical and political authority of the Papacy? (20 marks)

*Target: AO1.1, AO1.2, AO2*

**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**

At Level 1 answers are likely to be descriptive accounts of Innocent's pontificate and such answers will be generalised and unfocused. By Level 2 material of more particular relevance will focus on elements relevant to the issues of aims and authority, e.g. Innocent's intentions regarding secular rulers, papal fiefs and overlordship, the papal states, crusading and papal monarchy, that is the issue of papal authority over both Church and secular rulers. At this level there may be a lack of weight and balance. By Level 3 some attempt to evaluate significant impact may contrast achievement during the pontificate with the position on Innocent's accession, or on Innocent's conception of his spiritual authority. Such conceptual understanding will be secure at Level 4 with evaluation and a full range of relevant factors. The nature of papal influence and authority, especially its weaknesses may form a key theme at the higher levels, while control over appointments within the Church may offer the opportunity to display independent judgement for Level 5.

**Alternative A: Crusading Europe, 1046-1223****A2 Unit 6: (Option 6W): Medieval Heresy, 1160-1242****Question 1**

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

How valid is the interpretation of the reasons for the appeal of Catharism offered by Costen in **Source B**? (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 with reference 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. that Cosen believes that personal independence of mind and economic motives, especially tithes were of great importance. To reach Level 2, answers could expand on the role of towns and urban life, or other reasons for the attraction of Catharism to the nobility, such as noblewomen and influence they were able to wield or, its use as a means of pressurising the institutional church. More discriminating and critical responses should reach Level 3; these could suggest the religious appeal of Catharism, especially the perfecti and their austerity. 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. detailed knowledge on the social, economic and spiritual appeal of Catharism, using the source but drawing on own knowledge for judgement of validity.

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

How useful is **Source A** as evidence of the extent of the threat posed by Catharism in Languedoc? (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 content 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 heretics ruled the people’, or ‘they had their own bishops and priests’. Level 2 responses will recognise that the source is clerical in origin and may develop on such limitations. These issues will be taken further in Level 3 through discussion of provenance and content, authorship and the issues of reliability, e.g. the lack of specific detail or emotive language. 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 limited through understanding of values and assumptions, they may develop upon the analogy to disease as an indication of the Church’s perception of the threat posed.

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

“Heresy was, above all, a product of urban life.”

Consider the validity of this view in explaining the growth the Cathar heresy in Languedoc. **(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**

In this question candidates should analyse the various reasons for the growth of heresy in Languedoc and evaluate the relative importance of urban growth as a cause. Pierre des Vaux-de-Cernay, a contemporary commentator, described Toulouse as ‘the principle source of the poison of heresy’. Source A provides useful context and contemporary evidence on Toulouse, the region’s largest city. Source B offers a series of alternatives: the role of the nobility, religious beliefs, economic reasons, tithes, anti-clericalism and inheritance patterns. Source C argues that the ethics and personal example of the perfecti was more significant than their beliefs in spreading Catharism. On the key themes candidates may analyse the extent of heresy in towns such as Toulouse, Albi, Beziers and Carcassonne, and develop the views of historians such as Hamilton who argues the importance of urbanisation in Languedoc, or Barber who argues against its significance. Issues include the impact of economic expansion and population growth, the dislocation of urban life, communication, trade routes and the transmission of ideas, the issue of usury, the freedom and tolerance of town, craft workers and Catharism.

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. reference to the position in Toulouse and the freedom allowed Cathar preachers. Alternatives could focus on the condition of the established church in southern France and the attitude of social groups such as nobles, women and peasants. By Level 3 clear evaluation may be present in a relevant selection of material from sources and own knowledge, perhaps contrasting the role of towns with the spiritual appeal of Catharism, or Raymond of Toulouse and the weakness or repression in the region. Level 4 answers will illustrate a wide range of factors in a balanced explanation, e.g. heresy as a product of social protest, the role of the lesser nobility- such as the lords of Mirepoix and Laurac, the reform movement in the church itself as a stimulant to dissent and the attraction of Cathar theology. At Level 5 appropriate conceptual awareness may be shown through reference to the debate over the origins of dualism.