



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

History

Alternative M

Units 2, 5 and 6

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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 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

June 2003

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 “oath of fealty” in the context of the disputed succession of 1066. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. understands that this was a promise of loyalty given in the name of God. 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 claim and Harold’s kingship. May mention the uncertainty surrounding the nature of the oath. 2-3

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

Explain how useful Source B is as evidence of opposition to Harold’s accession. (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. summarises the content to present the view. 1-2
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. is able to appreciate the limitations of the source by offering comments on its condemnatory tone and the language used, i.e. “illegal seizure” as well as the unrelievedly bad picture it paints of Harold compared to other sources. 3-5
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context e.g. as L2, but will reach clear and sustained judgement relating to provenance/origins of the source, the circumstances

surrounding the possible reasons for it as L2, the fact that it was not the account of an eye-witness, as well as Vitalis's anti-Godwin views due to the sponsorship of Stigand. **6-7**

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

“Conflict was unavoidable in 1066.”

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 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.
- 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* own knowledge, implicit understanding of the relevant issues. These answers, while relevant will lack both range and depth and contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material, *both* from source *and* 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

L1 and L2 will either paraphrase material from the sources or will give a general account of the reasons for conflict which will be descriptive or assertive. L3 should have some understanding of issues though lacking in depth and balance. L4 should present a range of reasons covering the build up to conflict, while L5 will show sound integration and attempt judgement. Reasons will include Edward's lack of an heir, his promise to William and their kinship (A), Harold's swiftness of action (B), possibility of deathbed nomination and the nature of English custom (C), the nature of Harold's visit to William and the resulting oath (A, B). The best answers will attempt to structure an argument, beginning to consider such

elements as the variety of reasons for the range of candidates and their relevant positions which made invasion a strong possibility, implicit in A.

Question 2

- (a) Comment on “papal authority” in the context of the Church of England during the reign of William. (5 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based either on the source or own knowledge that this was the authority of the pope as head of Church. 1-2

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge of the role of the papacy in such matters and the possible implications for royal authority. 3-5

- (b) Explain why William needed to control the Church in England during his reign. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue through general and unsupported statements. 1-2

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material. Should show relevant selection of material which has some range, e.g. because the Church was rich and powerful, its role in the feudal system, control of the population, his piety and promise to the pope, and link it with some degree of explanation. 3-5

L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or 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 the political and altruistic reasons that William had. 6-7

- (c) How successful was Lanfranc in reforming the Church in England in the period 1070-1087? (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

L1 will be based on generalised assertions about either Lanfranc or reform without much evidence or direction. L2 may have sound description of the course of events without sufficient focus on the actual question. L3 will show relevant focus and will present simple analysis of Lanfranc's role. L4 should manage a balance of factors and long term/short term indicators of success. L5 will show either impressive depth of knowledge or the ability to evaluate success at varying levels. Some of the main issues include the fact that his work was mainly in the monastic Church and the contribution of William was important for the secular church. Of importance is the nature of the English Church – and how it was affected both positively and negatively by normanisation and the linking to the mainstream of continental reform – to place the issue fully within the context of the overall effects on the Church.

Question 3

(a) Comment on “honours” in the context of the situation in England after 1071. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. basic understanding that these were the estates of the tenants in chief. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the nature of such lands and the beginnings of Norman tenurial dominance. **2-3**

(b) Explain the ways in which William tried to create “a genuine Anglo-Norman state” before 1070. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue through general and unsupported statements. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. survival of English earls such as Edwin, Morcar and continuity in the Church. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation, e.g. as L2, limited reaction to rebellion, role of continuity in government, and offer a comment on 'genuine'. **6-7**
- (c) Explain why and in what ways William's policies towards the surviving Anglo-Saxons changed after 1070. **(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

L1 will be based on generalised assertions without much evidence or direction. L2 may have sound description of the course of events after 1070 without sufficient focus on the actual question. L3 will show relevant focus and will present simple analysis of possible change and/or continuity. L4 should manage a balance of factors and long term/short term indicators of change/continuity. L5 will show either impressive depth of knowledge or the ability to evaluate success at varying levels. Points include e.g effects of rebellion, outside threats, changes in the Church due to the appointment of Lanfranc. Other relevant factors are the use of English local government, the change in the Curia Regis. Precise selection of material should demonstrate the extent to which the English were expropriated and excluded. The quality of the supporting material will decide the level.

June 2003

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.

How far do these sources agree on Henry I's management of his barons? (10 marks)

Target: AO1.2, AO2

- 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 e.g. faced rebellion. **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 e.g. both gave extensive patronage (A, B) though A is more precise in detail. Some disagreement on Henry's punishment of his enemies (A). **3-5**
- L3: Demonstrates explicit understanding of the similarity and difference of interpretation in relation to the debate and offers some explanation e.g. as above, while change through time sets the attitude of Henry in context in relation to his security on the throne and demonstrates the underlying theme of the stress on royal authority as the unifying factor. **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**

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

Consider the validity of the view that the development of government, administration and justice under Rufus and Henry I was in response to the need for money.

(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 levels.

L1 answers are likely to be based on either sweeping general assertions with little or no supporting evidence, or uncritical acceptance of the proposition taken from a literal comprehension of the sources. L2 will make fuller use of evidence from the sources and/or own knowledge, but will be mostly narrative and descriptive, lacking in evaluation. L3 should make direct assessments and be supported by adequate evidence, though grasp of key issues may be partial or uneven. In L4 there should be explicit understanding of reasons, a grasp of change over time and it may well be backed by well-selected evidence over the whole period. L5 will show sustained judgement strongly supported by appropriate evidence with an awareness of the historical debate surrounding this issue in order to assess validity. Points include loss of revenue, exploiting crown rights, control of the baronage, situation in Normandy. These should be linked with specific developments in both action and procedure e.g. methods of accounting, use of royal officials, appointment of chief minister, developments in literacy. There should also be some attempt to consider reasons and pace of change across the whole period, with comments on the impetus given by the possession of Normandy after 1106.

Question 2

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

To what extent do these sources agree on the range of issues dealt with by the Exchequer?
(10 marks)

Target: AO1.2, AO2

- 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 e.g. hearing the case in A, deciding disputes in B. **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 e.g. the influence of the court as the seat of the justiciars in A, while their power is made clear in B in their closeness to the King. There is less agreement on the financial aspects. **3-5**
- L3: Demonstrates explicit understanding of the similarity and difference of interpretation in relation to the debate and offers some explanation e.g. as above, though judicial aspects are more firmly stated in B, the final sentence brings it back to agreement with A. **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**

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

Consider the validity of the view that royal government became more effective in legal and financial matters in the period 1154-1199. *(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 the sources and are linked to the levels.

L1 answers are likely to use material from the sources to agree with the proposition; such information will be descriptive and undeveloped. L2 will make fuller use of evidence from sources and/or own knowledge but will be mostly narrative and descriptive, lacking evaluation. L3 should make a direct assessment and be supported by adequate evidence, though grasp of key issues may be partial and uneven. L4 should show explicit understanding of patterns of change and continuity over time, backed by well selected evidence from across the whole period, with L5 showing conceptual awareness, confident use of historiography and effectively sustained judgement on both the inheritance and the legacy of this period to 'consider the validity'. Points made include the evidence of 'Acting...in his place' (A), 'the king's authority' (B), use of traditional sources of income like the forest laws, centralised administration of law, increased competence of the justiciars, growing specialisation etc. These points would form the basis of an analysis in context.

Essay questions (onwards)

These questions are synoptic in nature and the rewarding of candidates 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 each 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

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**

Question 3

“His only ambition was to free the Church from the political and financial control of the Crown.” To what extent is this a valid view of the attitude of either Anselm or Becket? **(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

L1 and L2 will usually be either uncritical and descriptive accounts or generalised answers based on unsupported assertions, limited in scope and depth. L3 should show a convincing general evaluation or solid, well-ordered evidence, while L4 should contain both. L5 will show excellent supporting material, well structured argument and an awareness of the relevant historiography.

Weaker answers will probably concentrate on a narrative account of the quarrels, but there should be some idea of the ecclesiastical principles involved relating to exploitation, investiture, election and jurisdiction. These will need to be placed in the context of wider Church reform and the growing competence of the papacy as well as the customs of the English crown and the position of primate of the Church. Some attempt should be made to balance this with clash of personalities and an awareness of the ambitions of the relevant archbishop and the nature of their relationship to both the national Church and the papacy.

Question 4

To what extent was it King John's failures in Normandy rather than his domestic policies that brought him into conflict with his baronage? (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

L1 and L2 will usually be either uncritical and descriptive accounts or generalised answers based on unsupported assertions, limited in scope and depth. L3 should show a convincing general evaluation or solid, well-ordered evidence, while L4 should contain both. L5 will show excellent supporting material, well-structured argument and an awareness of the relevant historiography. Some level of understanding of a range of factors is to be expected, such as royal patronage/favouritism, personal failings, problems leading to the loss of Normandy, individual grievances. Other aspects include the nature of Richard's legacy and John's situation with the Church. A full context-related discussion will place the situation in the context of John's own handling of the situation and the nature of his political inheritance.

Question 5

Either With reference to internal and external factors, assess the validity of the verdict that the union of England with Normandy was preserved largely by accident in the period 1087-1135. In your answer refer to political, social and economic factors.

Or "The result of bad family relations and death rather than political circumstances." How far do you agree with this view of the reasons for the loss of the Angevin territories in the period 1154-1204? (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

L1 and L2 will usually be either uncritical and descriptive accounts or generalised answers based on unsupported assertions, limited in scope and depth. L3 should show a convincing general evaluation or solid, well-ordered evidence, while L4 should contain both. L5 will show excellent supporting material, well-structured argument and an awareness of the relevant historiography.

Question 5 (a). Lower level answers will probably concentrate on the narrative of the struggle between Robert and his brothers and may well be unbalanced. Points to be included are the results of Robert's personality and lax rule, the possible disputed succession to England and its consequences, attitude of the baronage and the role of the Capetian kings, and there is a need to develop points of policy and accident. The highest level answers will place the issue firmly in context and underline the extent to which the kings of England were prepared to go – expenditure, marriage alliances etc. – in order to retain their patrimony.

Question 5 (b). Lower level responses will deal in a superficial manner with some of the reasons for the loss of the territories or will rely on a narrative account of 'what happened'. For higher levels there needs to be some idea of the problems caused by Henry's will, disputed succession and the results of Richard's reign in the short term and long term instability, Capetian ambition etc. The best answers should be differentiating between explanations, selecting an order of priority and attempting to justify it, showing full context-related discussion based on precisely selected evidence to arrive at a balanced conclusion. Historiography will be well used to support judgement.

Question 6

How important was the social and economic power of the Church in extending the boundaries of Anglo-Norman influence in either (a) Wales or Scotland in the period 1100-1154 or (b) Ireland in the period 1154-1116? (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

L1 and L2 will usually be either uncritical and descriptive accounts or generalised answers based on unsupported assertions, limited in scope and depth. L3 should show a convincing general evaluation or solid, well-ordered evidence, while L4 should contain both. L5 will show excellent supporting material, well-structured argument and an awareness of the relevant historiography. A range of methods to be considered includes baronial opportunism, royal-led expeditions, claims to overlordship, need to establish the status quo, and the role of the Church. Higher level answers should show precise knowledge across the whole period and balance the factors that brought about domination. The highest level answers should deal confidently with change through time to produce effective judgement.

Question 7

"It was the Jews' position in finance rather than religious hatred that led to the growth of anti-Semitism in England between 1154 and 1216." To what extent do you agree with this view? (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

L1 and L2 will usually be either critical and descriptive accounts or generalised answers based on unsupported assertions, limited in scope and depth. L3 should show a convincing general evaluation or solid, well-ordered evidence, while L4 should contain both. L5 will show excellent supporting material and a well structured argument. Less well-written responses will probably provide a narrative account along the lines of ‘what happened’ or will make general statements about Christian attitudes to the Jews. These may well be limited chronologically. A range of factors to be considered would include envy, accusations of avarice, favour of the crown, traditional hostility and the ‘blood libel’. Higher level answers should sustain the demands of the question for the most part and begin to balance the factors across the whole period. The best responses 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 feelings towards the Jews as the period progressed.

Question 8

“Like noble heiresses, all women had their social, political and economic lives controlled by men.” How far do you agree with this view with reference to the social, economic and political position of women in the period 1087-1216? (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

L1 and L2 will usually be either uncritical and descriptive accounts or generalised answers based on unsupported assertions, limited in scope and depth. L3 should show a convincing general evaluation or solid, well-ordered evidence, while L4 should contain both. L5 will show excellent supporting material, as well as a well structured argument. Answers should have some range of factors present e.g. political/military restrictions, attitude of the contemporary Church, nature of marriage etc. as well as beginning to consider an argument e.g. regional/class differences. Precisely selected evidence will indicate the extent to which women had control over aspects of their life due to ‘contemporary attitudes’, the roles that they played, the extent to which some were able to escape such stereotyping and the effect that this had on both contemporary views and those of historians.

June 2003

Alternative M: Britain, 1060-1216

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

Question 1

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

How valid is the view put forward in Source B as an explanation of the reasons for the disorder?
(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

Level 1 answers will probably be a summary of the source with general comments. Level 2 answers should begin to identify the implications contained in 'on the one side....on the other' and the nature of the disputed succession. Mention may be made about the unqualified support given to Stephen by this author at this time. Level 3 answers should be as Level 2, but will develop the limitations more fully, linking them to the unreliability of accepting Geoffrey de Mandeville as an exemplar of baronial attitudes. Level 4 answers will be aware of the value of the source in presenting the range of reasons, the lack of condemnation for the king's attitude and the limitations experienced by monastic chroniclers which cast doubt on 'ranged everywhere', as well as the relevant historiography.

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

How useful is the view offered in Source A as evidence of the barons' attitude to authority?
(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 probably summarise the extract in an attempt to show the apparent value of a primary source. Level 2 answers should demonstrate that the view could be considered to be somewhat subjective shown by the use of language and hyperbole. Level 3 answers will continue with these points but will begin to point out the churchman's condemnation of acts against the Church would affect their view. Level 4 answers will be aware of the uses of the source in its reflection of divine retribution for bad government as well as the chronological limitations of the anarchy which it does not express.

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

‘The reign of Stephen saw a complete breakdown in the king’s authority.’ To what extent do you agree with 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

At Level 1 and Level 2, candidates will make simple statements in support of the question. Responses will lack precision and will probably include general material on ‘anarchy’. Level 3 answers should show a convincing general evaluation or solid, well-ordered evidence; Level 4 answers should show both. The highest level answers will place the issue in the context of the extent to which social, economic and political life was affected and how far this was the result of a complete breakdown in royal authority. It will be well supported by the relevant historiography.

There should be references to factors other than Stephen’s personal failings, e.g. compromised royal authority, building of adulterine castles, attitude of the baronage, devolution of authority, effects on the Church, reference to the territory lost to Matilda/Robert of Gloucester and David of Scots, and effects on the working of governments and administration. Aspects to be covered include social, economic and political and material should cover the whole of the period in question in order to place the issue in context.