

General Certificate of Education

History 5041/6041

Alternative M Britain, 1060–1216

Mark Scheme

2006 examination – June series

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

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

CRITERIA FOR MARKING GCE HISTORY:

AS and A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

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

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

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

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

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

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

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

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS

Level 1:

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

Exemplification/Guidance

Answers at this level will

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

Level 2:

Either

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

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

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

Or responses will have the following characteristics: they will

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

Level 3:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 4:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 5:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

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

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

Level 1:

Either

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristic: they

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

Assertive responses: at this level, such responses will:

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

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

Level 2:

Either

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics:

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

Analytical responses will have the following characteristics:

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

Level 3:

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

Exemplification/guidance

Level 3 responses will be characterised by the following:

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

Level 4:

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

Exemplification/guidance

Answers at this level have the following characteristics:

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

Level 5:

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

Exemplification/guidance

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

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

D: DECIDING ON MARKS WITHIN A LEVEL

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

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

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

So, is the response:

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

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

June 2006

Alternative M: Britain, 1060-1216

AS Unit 2: The Norman Conquest: Britain, 1060-1087

Question 1

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

Explain briefly the meaning of ‘castellans’ in the context of William’s security in England. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. understands that these were men appointed by the king to hold castles. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. the power that possession of such a castle and its garrison could bring which meant that only those trusted by the king were appointed. Could also point to the importance of castles in William’s advance. 2-3

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

Explain how useful **Source C** is as evidence of Lanfranc’s attitude to the revolt of the earls. (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. the personal tone of the letter and Lanfranc’s own personal involvement with Roger; the extent to which he is prepared to go (i.e. excommunication) in order to gain results, but only after the chance of reconciliation has been rejected which indicates the seriousness of the situation. 3-5
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. at Level 2, but will reach clear and sustained judgement relating to the nature of the source as a personal letter,

perhaps contrasting the chances given to Roger with the swift action taken by William shown in the other sources, reflecting on Roger's ultimate fate in comparison to that suffered by Waltheof whose role was never clear. The true seriousness of the revolt is not fully stressed here, especially given the fact that Lanfranc is acting in William's absence and so might have been expected to take a harsher line from the outset. **6-7**

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

'Rebellion against William failed because it had no unified purpose.'
Explain why you agree or disagree with this statement. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based *either* on own knowledge *or* the sources. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.
- Or***
Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

Level 1 and Level 2 responses will either paraphrase material from the sources or will give a general account of the reasons for the failure of rebellion which will be descriptive or assertive. Level 3 responses should have some understanding of issues though lacking in depth and balance. Level 4 responses should present a range of reasons covering the entire period, while Level 5 responses will show sound integrity and attempt judgement.

Reasons will include the strength and swiftness of the Norman military machine (Sources A, B and C), the diversity and lack of common purpose (Sources A and C), the unreliability of allies (Source B), the acceptance of William by the English following coronation (Source A), and the ruthlessness of Norman control (Sources B and C). The best answers will attempt to structure an argument, beginning to consider such elements as the structure of both English and feudal society which led to the ambitious, individual rebellion against the king, as well as the way in which William himself had seized power in England in 1066.

Question 2

- (a) Comment on ‘perjured usurper’ in the context of William’s attack on England. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. that William considered Harold to have seized the throne illegally after breaking his oath. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. how William had used this to gain papal support to justify his attack, subjecting Harold to trial by battle. **2-3**

- (b) Explain why there were a number of claimants to the English throne in 1066. (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 Edward the Confessor had died without an heir and there was a range of criteria that could be met by different people in pressing their claim. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. as Level 2, and offers an explanation which attempts to prioritise, link or assess the factors identified, placing the issue in the context of the lack of positive criteria, Edward’s failure to make a clear decision and the problem of Harold’s oath. **6-7**

- (c) Explain the importance of Harold's decisions in the autumn of 1066 in relation to other factors, in William's success at the Battle of Hastings. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Level 1 responses will be based on generalised assertions about either Harold's decisions or the battle without much evidence or direction. Level 2 responses may have sound description of the course of events without sufficient focus on the actual question. Level 3 responses will show relevant focus and will present simple analysis of reasons for success. Level 4 responses should manage a balance of factors and long term/short term indications of success. Level 5 responses will show either impressive depth of knowledge and/or the ability to evaluate success at varying levels. Some of the main issues include Harold's decision to fight at Stamford Bridge and then returning to face William and whether this weakened his forces. His decision to lead the army himself in spite of the pleas of his brothers meant that his death impacted on the morale of his troops. This, coupled with his choice of ground and tactics, contrasted with both the nature of the Norman opposition and William's generalship, should place this issue fully in context.

Question 3

- (a) Comment on ‘tenants in chief’ in the context of William’s authority in England. (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 of their position in the feudal system. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. their role in the authority structure, imposing Norman rule on England. **2-3**

- (b) Explain why, by 1087, tenants in chief ‘were almost exclusively from continental Europe.’ (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue, e.g. through general and unsupported statements. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. land given as reward for support in 1066, reliance on those he knew/trusted and who were familiar with Norman systems. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. as Level 2, within the context of the failure of the ‘Anglo-Norman state’. **6-7**

- (c) Explain the importance of the appointment of foreign bishops and abbots, in relation to other factors, in the reform of the English church in the period 1066-1087. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: **Either**
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

Or

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

- L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Level 1 responses will be based on generalised assertions without much evidence or direction. Level 2 responses may have sound description of the course of events 1066-1087 without sufficient focus on the actual question. Level 3 responses will show relevant focus and will present simple analysis of the role of these men or of William's reasons. Level 4 responses should manage a balance of factors and long term/short term indicators of importance. Level 5 responses will show impressive depth of knowledge and/or the ability to evaluate importance at varying levels. Some of the main issues include the perceived corruption of the English church, William's personal piety and his record in Normandy balanced against his use of the Church in government and as a method of control, thus focussing on men he could work with and trust.

Alternative M

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

Question 1

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

To what extent do these two sources agree on the reasons why King Henry I needed money? (10 marks)

Target: AO1.1, AO1.2

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

Indicative content

Source A focuses on the role of defending Normandy and the dynastic challenge of William Clito in some depth, e.g. the cost of castles, marriage alliances/diplomacy and war, while Source B is less detailed but mentions greed war and diplomacy. While both focus on key issues such as the issues of war and diplomacy, Source A gives far more depth of detail. Source B has scope with personal greed an issue; it also refers to loss of income through the depleting of royal lands. While Source A suggests significant need for finance, Source B stresses the extent of Henry's resources; both refer to the impact of Henry's need on taxation and justice.

Level 1 answers will probably just summarise Sources A and B or quote from them, e.g. Source A refers to the cost of castles, garrisons and diplomacy, but no commentary and supporting detail will be offered. At Level 2 the issue of agreement or disagreement will be partly addressed, e.g. Source A focuses on war and diplomacy as does Source B, or personal greed is an issue in Source B but not Source A. By Level 3 the answer should offer explicit understanding of the issues above and offer own knowledge to develop issues such as greed or financial need. For example, the cost of gaining the throne and King Henry's coronation charter, or loss of income from the royal domain. At Level 4 candidates will present a sustained and relevant argument, focused on the issue of financial need.

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

‘Normandy was the main cause of changes in England’s government and administration in the years 1100 to 1135.’

Assess the validity of this view.

(20 marks)

Target: AO1.1, AO1.2, AO2

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

Indicative content

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

Level 1 answers are likely to use the material in the sources, but this will be descriptive and undeveloped, e.g. the issue of war and diplomacy and the details given in Source A on the campaigns against Clito, Louis VI and Fulk V. Level 2 and Level 3 should attempt to order some points systematically, the changes which took place in government and administration due to Henry’s absence and financial greed/need – the exchequer, the office of Chief Justiciar, record keeping and pipe rolls. Description rather than judgement will remain uppermost, however. Level 4 should consider the whole range of the period, including the alternatives to Normandy – the cost of his accession, declining land income, his use of feudal dues such as reliefs and control of the baronage, and provide balanced and explicit understanding of precise material relating to the main points – though judgement will be limited. Own knowledge will develop the position of administrative change between 1066

and 1135. Level 5 will place change through time within this context in order to assess validity, e.g. the issue of Matilda's dowry in 1110 or the succession after Clito's death in 1128.

Question 2

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

To what extent do these two sources agree on the impact of King Richard's rule on England? (20 marks)

Target: AO1.1, AO1.2

Indicative content

Source A is positive and focused on countering contemporary criticisms, while Source B deals with his ransom. There is agreement on the issue of the King's financial demands, but Source B is more brief and deals with the financial impact of his ransom and diplomacy, while Source A focuses on Richard's actions and demands before going on crusade and counters criticism of his actions and their impact in the collapse of the Angevin Empire. Own knowledge may focus on Hubert Walter or the links between Richard's absence and financial demands and England's financial position and governmental stability. Own knowledge may also develop the issue of Richard as an absentee king, either before or after 1194, or his reign and its impact on his successor.

Level 1 answers will probably just summarise Sources A and B or quote from them, e.g. Source A refers to the destruction of firm and orderly government, or the reckless actions of a reckless king, but no commentary and supporting detail will be offered. At Level 2 the issue of agreement or disagreement will be partly addressed, e.g. Source A focused on the period before Richard's departure on crusade, while Source B looks at the aftermath of his capture and return from Germany. By Level 3 the answer should offer explicit understanding of the issues above and offer own knowledge to develop issues such as the English finances, domestic administration and the impact of the King's absence. For example, Longchamps and the early 1190s, or the role and governance of Hubert Walter. At Level 4 candidates will present a sustained and relevant argument, focused on the issues of Richard's reputation as an absentee King, English domestic administration, baronial attitudes and Angevin despotism and financial exhaustion.

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

'King Richard was more responsible than King John for the loss of Normandy in 1204.'

Assess the validity of this view.

(20 marks)

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.

Or

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

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

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

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

Indicative content

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

Level 1 answers will probably provide a narrative account along the lines of 'what happened' or will make general statements about the loss of Normandy. These may well be limited chronologically. Level 2 should deal with a range of factors, e.g. the campaign of 1204, the treaty of Le Goulet, the Lusignan marriage – but will lack weight of evidence and/or fail to reach a judgement. Level 3 should be as Level 2, but with more structure and be supported by more precise knowledge on the suggested cause. Some attempt at judgement will be made, probably along the lines of the themes in the question but will remain largely implicit, perhaps through detailed analysis of the issue of finance relative to the Capetians, or baronial loyalty and John's personality. Also, Norman finances and attitudes. Source use may develop the cost of Richard's crusade and ransom, or the issue of diplomacy and anti-Capetian alliances. Level 4 responses will maintain the demands of the question regarding responsibility, and begin to balance the factors of personal responsibility, structural weakness, Chateau Gaillard or Bouvines and military ability, and may include links to England Normandy and 'Angevin despotism'. Level 5 will have a full context related discussion, backed by precise evidence and will consider the nature of the Angevin Empire.

Section B

Questions 3-10 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

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

Target: AO1.1, AO1.2, AO2

L1: ***Either***

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

Or

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

L2: ***Either***

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

Or

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

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

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

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

Question 3

- (a) ‘The Norman kings and Archbishop Anselm came into conflict because of their conflicting personalities rather than because of relations with the Papacy.’
To what extent is this a valid view? (20 marks)

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

Target: AO1.1, AO1.2, AO2

Marks as follows:

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

Indicative content

This question is synoptic in nature and the rewarding of candidate’s responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 answers will probably describe, in a superficial manner, developments in Church state relations during Anselm’s period in office. Level 2 should begin to show material on the whole period from 1093 to 1109; it will mention problems faced but remain largely descriptive, e.g. difficulties with Rufus, respective temperaments, Anselm’s election, Rockingham in 1095, Anselm’s exiles, the issue of investiture. Under Henry there was a lack of personality clashes, but tensions over investiture. For Level 3 and Level 4 some degree of assessment is needed on the issues of Anselm’s position on vacancies and his military obligations, the campaign in Wales. Level 5 answers may comment directly on the characters of Anselm and Rufus in contrast to William and Lanfranc, and may well challenge the proposition. Change through time in Anselm’s attitudes may feature, especially regarding continental influences.

Question 4

‘Not cruel and severe, but “the Lion of Justice”.’

To what extent did King Henry I deserve this reputation?

(20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This question is synoptic in nature and the rewarding of candidate’s responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 will provide a narrative account of the theme of the question or make unsupported statements, probably linked to the actions of Henry in Forest Law. Level 2 should present some range of factors relating to the issue, the manner in which Henry used punishments, but this will lack weight of precise knowledge and probably be unbalanced. Level 3 should begin to show understanding of the demands of the question and provide a selection of material to support an argument, e.g. the treatment of magnates such as William of Mortain and Robert of Belleme, moneyers, criminals, Ralph Basset’s actions in 1124. Also, Henry’s coronation promises and contemporary expectations. Alternatives could focus on the meaning of the description of Henry as ‘Lion of Justice’. However, judgement will be limited by description. Level 4 should provide sufficient evidence to consider the validity of the propositions in a structured, balanced and coherent manner. Level 5 will consider effectively contemporary attitudes and place the issues firmly in context, using relevant historiography, to arrive at a well balanced judgement.

Question 5

‘The outcome of King Henry II’s judicial reforms fulfilled his coronation promise to restore good order and repress wrongdoing.’

How far do you agree with this view?

(20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This question is synoptic in nature and the rewarding of candidate's responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 will either give a superficial account of Henry and the law, relying mainly on description, or will make unsupported statements on the theme of the question. Level 2 should show some level of understanding of a range of factors, e.g. use of royal officials, increase in centralisation, the birth of common law, the office of justiciar – but will lack weight of specific evidence or will be unbalanced. Level 3 should show a better organised and rather more analytical approach, providing greater information on points mentioned – issues relating to order and crime. Both the administration of justice and judicial procedure, e.g. Henry's assizes, general eyres and itinerant justices, the growth of the jury system. Also, the focus will relate to the issue of impact/evaluation on the issues of good order and repressing crime, perhaps with focus on the Assizes of Clarendon and Northampton for criminal law and Novel disseisin and Mort d'ancestor for Civil law. Level 4 will be as Level 3 but will begin to achieve a balanced analysis on the impact and expansion of royal justice, with a full context related discussion present at Level 5. Reference to relevant historiography is to be expected.

Question 6

'King John and Archbishop Stephen Langton came into conflict because of their relations with the English barons rather than because of the dominant position of the papacy over the English church.'

To what extent is this a valid view?

(20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This question is synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 will provide generalised narrative overviews on the reign of John with little specific focus on the issues of relations with the barons and the Papacy. Level 2 should have some range of factors present, e.g. conflict with Langton linked to the disputed Canterbury election and the interdict, but these will be limited by description and lack of precise knowledge. Level 3 should begin to order this range of points more effectively and begin to achieve a balanced analysis; papal suzerainty over England, papal influence and the aborted French invasion, the role of Stephen Langton as either co-ordinator of baronial demands or moderator or mediator, the role of the Papacy as a support to John during the baronial revolt and its difficulties with Langton. Level 4 will provide a balance between the various factors

of internal baronial tensions and external relations with the Papacy. Level 5 will show appropriate conceptual awareness by placing the issues firmly in context. Precisely selected evidence will indicate the extent to which Papal influence limited royal power and prestige.

Question 7

‘Magna Carta did not seek to introduce new principles of government: it was a response to King John’s personality.’
How far do you agree with this view? (20 marks)

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

Marks as follows:

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

Indicative content

This question is synoptic in nature and the rewarding of candidates’ responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 will provide generalised narrative overviews of King John’s reign with little specific focus on the issue. Level 2 should have some range of factors present, e.g. the baronial rebellion and the events surrounding the creation of Magna Carta, but these will be limited in description and lack precise knowledge. Level 3 should begin to order this range of points more effectively and begin to achieve a balanced analysis, analysing baronial grievances and the chapters of Magna Carta. Principles may focus on issues of liberty, Angevin kingship and theories on the nature of kingship and government. Level 4 will provide a balance between the various factors of John’s personal behaviour, his use of justice and feudal reliefs, his treatment of hostages and baronial wives. Level 5 will show appropriate conceptual awareness by analysing theory and practice in the document itself.

Question 8

‘The Church and not the English crown was the most significant factor in the growth of Anglo-Norman influence.’

How far do you agree with this view in either Wales, 1100-1154

or Scotland, 1100-1154

or Wales, 1154-1216

or Scotland, 1154-1216

or Ireland, 1154-1216?

(20 marks)

Indicative content

This question is synoptic in nature and the rewarding of candidates’ responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 will probably provide a narrative account of the situation or will make unsupported statements along the lines of the theme of the question. Level 2 should begin to introduce a range of points, e.g. the roles of Archbishop Lanfranc and St Margaret, William’s royal expedition to Wales – but this will be limited in judgement and scope. Level 3 should consider a range of relevant issues across the period in a more structured approach, providing greater information and linking themes as above. This could consider the attitude and interest of English kings to the extension of authority, the growth of territorial dioceses and the use of patronage rather than force of arms. Baronial actions in both Wales and Scotland will be considered. Interests other than political (e.g. dynastic politics, economic colonisation) are also worth considering. Also, the role of continental monasticism as a limiting factor in both the Cistercians in Wales and alongside other new orders in Scotland. Level 4 should confidently identify and expand on the themes mentioned and begin to consider change across the period, e.g. greater royal involvement in Wales to curb the power of the marchers and ecclesiastical appointments, King David in Scotland, his use of the Church and continental influences in monasticism, and the effects of the civil war. Level 5 will be as Level 4, but will show conceptual awareness of the limits of royal intervention in Wales, but may see it as paramount in Scotland under a ‘Normanised’ monarchy.

For the period after 1154 general chronological accounts of ‘what happened’ or unsupported assertion relating to ‘methods’ will fall into Level 1. Level 2 answers should begin to establish some range of methods, e.g. in Ireland baronial opportunism, royal-led expeditions, claims to overlordship, the roles of Dermot of Leinster and John de Courcy, the role of the Church, Pope Adrian IV and *Laudabiliter* in particular. In Scotland Henry II’s relationship with Malcolm the Maiden and William the Lion, the events of 1174 and Pope Alexander II and the *ecclesia Scoticana*, the end of York’s authority. In Wales the position of barons such as the Clares, Bohuns and Earls of Pembroke, the Lord Rhys and Llywelyn of Gwynedd and St David’s and Canterbury, but these issues will lack precise material, may well be limited chronologically and fail to reach a judgement. Level 3 should be as Level 2, but with more depth of knowledge on royal expeditions and the actions of Henry and John in Ireland in 1185 and 1210, Wales in 1165 and 1211, and Scotland in 1174 and 1209, and an attempt at structuring an answer, judgement will remain largely implicit. Level 4 and Level 5 should show precise knowledge across the whole period and balance the factors that brought about the growth of Anglo-Norman influence. The highest level should deal confidently with change through time to produce effective judgement, perhaps focussed around 1215-16 and the impact of the civil war in England.

Question 9

‘The rise in anti-Semitism between 1087 and 1216 was the product of the Jews’ position as religious and social outsiders.’

How valid is this view? (20 marks)

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

Marks as follows:

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

Indicative content

This question is synoptic in nature and the rewarding of candidates’ responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of response mark scheme and by the indicative content in each specific mark scheme for each question.

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

Question 10

‘The crown rather than the barons was more significant in developments in architecture in the period 1087 to 1216.’

How valid is this view? (20 marks)

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

Marks as follows:

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

Indicative content

This question is synoptic in nature and the rewarding of candidates’ responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 will provide generalised narrative overviews on castles, abbeys and cathedrals with little specific focus on the issue. Level 2 should have some range of factors present, e.g. Romanesque and gothic architecture, their evolution during the period and key examples such as Durham and Canterbury cathedrals, but these will be limited by description and lack of precise knowledge. Level 3 should begin to order this range of points more effectively and begin to achieve a balanced analysis, analysing respective buildings – castles such as the White tower, Richmond, Coinsborough and Chepstow, styles and architects such as Gundulf of Rochester or William of Sens. Baronial influence may include figures such as Robert of Belleme, William the Marshall and may develop the role of barons as monastic patrons – figures such as Walter Espec, while royal influence may develop on examples such as Rochester, Orford and Dover. Level 4 will provide a balance between the various factors of baronial, ecclesiastical and royal patronage. Level 5 will show appropriate conceptual awareness by placing the evolution of architectural forms firmly in context with the growth of continental influence.

Alternative M: Britain, 1060-1216

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

Question 1

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

Assess the validity of the view in **Source A** regarding the existence of anarchy in Stephen's reign. (10 marks)

Target: AO1.1, AO2

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

Indicative content

Answers at Level 1 will be based entirely on the extract, e.g. that Warren Hollister believes that the anarchy was true and terrible, that it was rampant. To reach Level 2, answers could expand on the nature of anarchy, in particular Warren Hollister's definition linking anarchic conditions and medieval warfare. More discriminating and critical responses should reach Level 3; these could begin to evaluate the nature of 'anarchy', relative roles of the geographical and chronological limits of such warfare or develop own knowledge on the nature of sources and the issue of exaggeration, or analyse anarchy as a political concept. 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 to counter Warren Hollister on the length and spread and nature of anarchy, using the source but drawing on own knowledge for judgement of validity.

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

How useful is **Source B** as an explanation of the causes of disorder in Stephen's reign?
(10 marks)

Target: AO1.1, AO2

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

Indicative content

Level 1 answers will make simple statements relating to content, e.g. the actions of magnates and wicked men. Level 2 responses will recognise that the source is contemporary and may develop on such limitations. These issues will be taken further in Level 3 through discussion of provenance and content, authorship date and the issue of usefulness, e.g. the motives of Alexander and his links with Roger, Bishop of Salisbury, including the events of the previous year, also by own knowledge on the role of King Stephen and the fall of the bishops as the beginning of disorder and the collapse of central authority. Level 4 responses will form judgements supported by an analysis of both content/argument and authorship in relation to utility, recognising that the source is limited by its date, motivation, language and a lack of specific detail.

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

‘A true and terrible anarchy.’
Assess the validity of this view of the nature and extent of disorder during Stephen's reign.
(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**

L2: *Either*

Demonstrates by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

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

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

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

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

Indicative content

Source A raises issues regarding the role of the medieval warfare and tactics. Source B is very generalised and emotive but illustrates that way in which the fall of the Church saw baronial actions as of central concern. Source C develops the direct culpability of the barons in seeking plunder and promotion, but also notes their role in seeking peace and security, both in localised pacts and in securing the succession for Henry II, a ‘strong’ king.

Level 1 answers will probably rely on unstructured narrative or simply paraphrase the extracts. By Level 2 material may be descriptive and lacking in weight and balance, but a range of relevant factors will be included, e.g. the behaviour of key figures such as Earl Ranulf and Geoffrey de Mandeville, also the impact of Stephen’s personal weakness, his leniency and failure to meet the challenge presented by Matilda and the Angevins, or Stephen’s early failings regarding his barons or Roger of Salisbury. By Level 3 clear evaluation may be present in a relevant selection of material from sources and own knowledge; perhaps alternatives could focus on the issues of ‘true’ or ‘terrible’ raised in the question, that is, the debate on the very existence of ‘anarchy’, or extent through warfare and the role of mercenaries. More than one cause of anarchy /disorder will be discussed. Regarding the extent of disorder answers may focus on issues of chronology or geography, or on the issue of chroniclers’ reports. Level 4 answers will illustrate a wide range of factors in a balanced explanation, e.g. both terms and their historical debates. At Level 5 appropriate conceptual awareness may be shown through use of the key secondary sources in some depth.