

**GCE**

**History A**

**Unit Y102/01:** Anglo-Saxon England and the Norman Conquest  
1035 - 1107

Advanced GCE

**Mark Scheme for June 2018**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

## Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that William II ‘Rufus’ and his bishops had different interests.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A supports the view</b>, candidates might refer to how William was responsible for simony coming into the English Church and implying that the bishops did not agree with this policy.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might comment that the chronicle was probably written by a monk who would have disapproved of William.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might refer to how William did, indeed, leave sees and abbeys vacant so he could get the revenue and charged new appointments a fee.</li> <li>• <b>In discussing how Source B does not support the view</b>, candidates might refer to how William and the bishops were of one mind at the Council of Rockingham and ganged up against Anselm.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might comment on the Source as coming from a friend of Anselm, who may have witnessed events but wrote them up later to justify Anselm’s position.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that the bishops had little sympathy with Anselm’s obduracy at Rockingham and wanted some accommodation with the king.</li> <li>• <b>In discussing how Source C does not support the view</b>, candidates might refer to Ranulf Flambard’s notorious exploitation of the Church to</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement about the issue in the question.</li> <li>• To be valid judgements they must be supported by accurate and relevant material.</li> <li>• At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels of the mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>raise revenue for the king.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source C</b>, answers might argue that the monk was well-informed about events at Durham, but hostile to Ranulf, whom he saw as an unworthy holder of the office.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the way in which Norman kings relied on churchmen in their administration and that William promoted Ranulf once he saw what talents Ranulf possessed.</li> <li>• <b>In discussing how Source D supports the view</b>, candidates might refer to the way in which William promised amendment when he thought he was dying but when he recovered went back to his evil ways oppressing the Church.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might comment on the author being a churchman and so sympathetic to Bishop Robert.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might refer to the efforts of the church leaders to root out simony, and also to the rather aggressive attitude of the archbishop of York in protecting his rights as illustrated when Anselm became archbishop of Canterbury.</li> </ul>		

Question	Answer/Indicative content	Mark	Guidance
2*	<p><b>Section B</b></p> <p><b>Assess the reasons why Edward the Confessor found it difficult to rule England.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Edward's Norman links were the main factor</b> answers might consider that Edward had been brought up in Normandy and his loyalty was to Normans more than to Anglo-Saxons.</li> <li>• Answers might consider that Edward was unwise to put forward Norman advisers and appointments, which led to the crisis of the reign.</li> <li>• Answers might discuss whether Edward wanted William of Normandy to succeed him.</li> <li>• <b>In arguing that Edward was unfortunate,</b> answers might suggest that the lack of an heir could hardly be helped.</li> <li>• Answers might consider that bringing Edgar the Aetheling to England stirred up issues about the succession.</li> <li>• <b>In arguing that the Godwins were to blame,</b> answers might consider the role of Earl Godwin and his ambitions.</li> <li>• Answers might consider the instability engendered by the activities of Swein.</li> <li>• Answers might consider the way in which the Godwins regained power in 1052 was a problem for Edward.</li> <li>• Answers might consider that the falling out between Tostig and Harold caused problems.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the importance of the factors; but at Level 4, may simply list the factors.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the reason.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels of the mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
3*	<p><b>How far do you agree that it was Lanfranc who ensured good relations between the crown and the Church during the reign of William I?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Lanfranc was the key</b> answers might consider that William chose Lanfranc as archbishop and that he came from Bec in Normandy.</li> <li>• Answers might consider that Lanfranc and the king co-operated over appointing Norman bishops and moving bishoprics to more central locations in the dioceses.</li> <li>• Answers might argue that they agreed over the setting up of Church courts to deal with clerical offenders.</li> <li>• Candidates might suggest that William supported the reform programme initiated through Church councils.</li> <li>• <b>In arguing that there were other factors,</b> candidates might consider that the problems in Rome meant there was less input from the papacy which helped to promote a good relationship.</li> <li>• Answers might consider that William was personally devout and founded Battle Abbey and so favoured good relations.</li> <li>• Answers might suggest that William saw the advantages to be gained from good relations and used churchmen extensively as royal servants.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the factors: but at level 4, may simply list factors.</li> <li>• At Level 5 and above there will be judgement as to how far the view is sound.</li> <li>• At higher Levels candidates might establish criteria against which to judge importance.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels of the mark scheme.</li> </ul>

**APPENDIX 1** – this contains a generic mark scheme grid

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
<b>Level 1</b> 1–5 marks	This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question.
0 marks	No evidence of understanding or reference to the sources.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

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