

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2017**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

## MARK SCHEME 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 the main issue between William II ‘Rufus’ and archbishop Anselm was money.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A supports the view,</b> candidates might refer to how even apparently on his death bed, William was still concerned about keeping control of the revenue of the archbishopric.</li> <li>• <b>In discussing the provenance of Source A,</b> answers might comment that the chronicler was generally well-informed.</li> <li>• <b>In discussing the historical context of Source A,</b> answers might refer to how William had left the archbishopric and other sees vacant in order to collect the income for himself.</li> <li>• <b>In discussing how Source B supports the view,</b> candidates might refer to William’s demands for money and Anselm’s principled refusal. But the Source refers to other causes of tension as well.</li> <li>• <b>In discussing the provenance of Source B,</b> answers might comment on the source as often being hostile to William.</li> <li>• <b>In discussing the historical context of Source B,</b> answers might argue that the whole issue of who had the greater power was more important to William than the money question.</li> <li>• <b>In discussing how Source C does not support the view,</b> candidates might refer to Anselm’s desire for a role in government and William’s denial of such a role.</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 mark scheme.</li> </ul>

		<ul style="list-style-type: none"><li>• <b>In discussing the provenance of Source C,</b> answers might argue that the monk was especially favourable to Anselm as a close friend and biographer.</li><li>• <b>In discussing the historical context of Source C,</b> answers might refer to the perceived bad character and oppressive government of William II.</li><li>• <b>In discussing how Source D supports the view,</b> candidates might refer to the way in which William made appointments in the church which so appalled Anselm that he went into exile.</li><li>• <b>In discussing the provenance of Source D,</b> answers might comment on the author being a monk and so on Anselm's side.</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 need of the king for educated administrators and for bishops who would support him.</li></ul>		
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3*		<p><b>'William of Normandy's successful preparations for his invasion of England were the main reason for his victory at Hastings.'</b> How far do you agree?</p> <p><b>In arguing that the preparations were the main factor</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that William had gathered an impressive army.</li> <li>• <b>Answers might consider</b> that the support of the pope helped the morale of the Normans.</li> <li>• <b>Answers might argue</b> that managing to land in England unopposed was the key to William's success.</li> <li>• <b>Answers might suggest</b> that the lure of land encouraged William's troops to fight hard.</li> <li>• <b>Answers might argue</b> that William's tactics on landing in England were well-thought out.</li> </ul> <p><b>In arguing that other factors were vital,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Harold was in the north when William landed.</li> <li>• <b>Answers might consider</b> that the English army was tired and lacked archers after Stamford Bridge.</li> <li>• <b>Answers might suggest</b> that Harold was foolish to give battle at once.</li> <li>• <b>Answers might suggest</b> that the tactics pursued by William in the battle were better than Harold's.</li> <li>• <b>Answers might consider</b> that the death of Harold was decisive.</li> </ul>	20	<ul style="list-style-type: none"> <li>• At higher levels, candidates will focus on weighing up how important the preparations were: but at level 4, may simply list the reasons.</li> <li>• At Level 5 and above there will be judgement as to which reason(s) are the most vital.</li> <li>• At higher Levels candidates might establish criteria against which to judge radical.</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 descriptions in the levels mark scheme.</li> </ul>
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APPENDIX 1 – this contains the generic mark scheme grids.

	<i>AO2: 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.

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