



## **General Certificate in Education**

# **AS History 5041**

## **Alternative M Unit 2**

# **Mark Scheme**

*2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **A: INTRODUCTION**

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

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

The 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 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.

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.

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) and in deciding on a mark within a particular level of response (Section C).

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**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.

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**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.

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**C: DECIDING ON MARKS WITHIN A LEVEL**

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.

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**June 2007**

**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 ‘the apostolic see’ (line 7) in the context of the situation in 1066. (3 marks)

*Target: AO1.1, AO2*

L1: Basic explanation of the term using the source, e.g. understands that this means the bishopric of Rome under the jurisdiction of the papacy. **1**

L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. that the papacy based its rights over the Church on the claim that it ruled in direct line from the Apostle Peter, who was the first bishop of Rome. As Peter had been nominated to the headship of the Church by Christ himself, the authority was total, and undisputed; the pope acting as the representative of the will of God. It was the pope’s support of William in this light that helped to justify his claim in the eyes of God. **2-3**

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

Explain how useful **Source B** is as evidence of Norman attitudes towards Harold. (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 statement identifying utility/reliability of the source based on the content, e.g. summarises the content to present the view, e.g. that Harold took the throne illegally.

L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. is able to appreciate the limitations of the source by offering comments on its unbalanced view, which presents only the negative side of Harold’s accession to the throne; emphasis may be laid on the less flattering aspects and link this to the authorship and the language used which is less than flattering towards Harold. **3-5**

L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. as Level 2, but will reach clear and sustained judgement relating to provenance/origins of the source, i.e. William of Poitiers' link to William and his patronage and the increasingly negative view taken towards Harold as the reign of William went on. Both sides of Harold are brought out in the other sources. Source C puts a very different view forward, while Source A may be linked to the debate that still exists in relation to this event. **6-7**

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

'William's claim to the English throne was weak.'

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* 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

Reasons will include the reasons for Harold being in Normandy (Sources A and C), William's claim to the English throne (Source B), the apparent illegality of Harold's coronation (Source B) and the possibility that Harold was tricked into taking the oath (Source A). Source C mentions Harold's claim to deathbed nomination while Source A also acknowledges the existence of the debate between the two interpretations. Own knowledge could include the range of claims to



the English throne at this time and the strength of William's apparent nomination in the face of these. His recourse to the papal court and Harold's failure to answer the charges there are also important as well as the doubts about Edward's mental grasp of the situation on his death bed when the nominations took place. There is also Harold's position in the kingdom alluded to in Source C and his relationship to Edward as well as the counter claims made by English chroniclers in relation to Harold's coronation. There may be those who link William's penance after Hastings and the increasing hardening of the anti-Harold stance to William's need to show that his victory was the will of God.

Level 1 and Level 2 will either paraphrase material from the sources or will give a general account of the situation, which will be descriptive or assertive. Level 3 should have some understanding of issues though lacking in depth and balance. Level 4 should present a range of reasons covering the nature of William's invasion, while Level 5 will show sound integration and some judgement which may be implicit/partial.

## Question 2

- (a) Comment on 'the fens' (line 1) in the context of the situation in 1070. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. that these were the areas around the Wash in East Anglia and the centre of some disturbance. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the time and trouble that William invested in putting down this rebellion owing to the inaccessibility of the area. Mention may be made of the reliance on guerrilla warfare that was suited to this area as the English lacked fortified bases from which to operate. **2-3**

- (b) Explain why the Danes were a threat to England in the years 1069 to 1087. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. because they were invited/asked to help in English rebellions. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. because Sweyn had some claim to the throne, because of the existence of the Danelaw and the threat posed by their involvement in the Northern rebellion. Also, there were links with England and its aristocracy – Harold's mother Gytha was Danish and his sons took refuge in Danish Dublin. **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 offer an explanation which attempts to prioritise, link or assess the factors identified, placing the issue in the context of the continued raiding of the Danes and their attitude to gaining easy plunder in England. **6-7**

- (c) Explain the importance of the unreliability of outside help, in relation to other factors, in explaining the failure of English rebellions against William. (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

Some of the main issues include the clear lack of leadership or any coordination with regard to timing or area; rebellions remained scattered. No clear purpose emerged in regard to the rebellions and it appeared that Harold's memory called forward no desire to avenge his death and in fact William was ably supported by English troops on more than one occasion in repelling potential raiders. The Scots were little help during the rebellion of the North and like the English earls Edwin and Morcar were more concerned with serving their own ends than in uniting to overthrow William. Their intervention was ended by the treaty of Abernethy in 1072. The Danes proved to be more interested in plunder and William was able to buy them off on more than one occasion. The efficiency of the Norman military machine is also a major factor: the implementation of the system of military feudalism, castles and speed of response all play a major part.

Level 1 will be based on generalised assertions without much focus or direction. Level 2 may have sound description of the course of events without sufficient links to the actual question. Level 3 will show relevant focus and will present simple analysis. Level 4 should manage a balance of factors and long-term/short-term indicators. Level 5 will show impressive depth of knowledge and/or the ability to evaluate success at varying levels.

**Question 3**

- (a) Comment on 'ecclesiastical abuses' (line 2) in the context of the Church 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. these were the sins of simony, pluralism and clerical marriage (nicholaism). **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. this was seen as one of the reasons why the English Church was viewed as corrupt and in need of radical reform and Gregory VII's reason for interfering. **2-3**

- (b) Explain why William chose Lanfranc to be Archbishop of Canterbury. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. he had worked closely with William in reform in Normandy or even because Stigand was removed for being uncanonical. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. linking Lanfranc's appointment to William's promise to reform the English Church and Lanfranc's high status in European ecclesiastical circles. **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, but prioritising reasons and placing them within the context of the idea of William controlling the Church through the appointment of his own candidate. **6-7**

- (c) Explain the importance of William's relationship with the papacy, in relation to other factors, in explaining his dominance of the English Church in the years 1066 to 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**

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- 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**

Points include the ambitions of Gregory VII in making the papacy supreme and William's desire to control all aspects of government including the Church. To underline this, William's choice of archbishop followed a similar agenda: much of Lanfranc's time was taken up with establishing and enforcing the primacy of Canterbury in the face of both papal and episcopal opposition. William had initially needed papal support for his invasion of England and the papal banner had been granted by Alexander II. Due to William's reputation for reform there was little pressure until the accession of Gregory VII in 1075. Gregory's insistence on William's status as a papal vassal was not well received and the letters written by the pair underline the nature of the differences. By 1072 William had his own head of the Church in England, his own Church courts and had been re-crowned by the papal legate to underline his legitimate claim. The influence of the papacy would appear to be superfluous. Also, William was not to be caught up in the Investiture Contest and established such control over the English Church for both altruistic and political reasons that the relationship would appear to be rather one-sided.

Level 1 will be based on generalised assertions without much evidence or direction. Level 2 may have sound description of the work done within the English Church but will either focus on one aspect at the expense of others or will provide a rather vague survey of the main themes. Level 3 will show relevant focus and will present simple analysis of importance and/or possible positive or negative results. Level 4 should manage a balance of factors and begin to show some grasp of relative importance. Level 5 will show impressive depth of knowledge and/or the ability to evaluate the contributory factors.