



General Certificate in Education

AS History 5041

Alternative M Unit 2

Mark Scheme

2008 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.

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CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

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).

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: 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.

June 2008

Alternative M: Britain, 1060–1216

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

Question 1

(a) Use **Source C** and your own knowledge.

Explain briefly the meaning of ‘vassals’ (line 4) in the context of the situation after the battle of Hastings. (3 marks)

Target: AO1.1, AO2

L1: Basic explanation of the term using the source, e.g. understands that this means that they have sworn before God to obey their lord and will accept their living from him or might also refer to them as knights serving their overlord as per the feudal system. **1**

L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. that William’s followers were now mighty lords in their own right and this was due to the lands they had received from the king. They now had sufficient wealth in English land to enfeoff their own followers and divide the land among them in their turn. This could be taken to underline the completeness of William’s victory over the English. **2-3**

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

Explain how useful **Source A** is as evidence of the attitude of the English earls to William. (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. **1-2**

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 content relating to ‘no resistance’ which was only a temporary situation. **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. This can relate to own knowledge and the actual attitudes of Edwin and Morcar in particular and whether their suing for peace was genuine. Answers also need to relate to provenance/origins of the source i.e. William of Poitiers' usual view of William and how he presents him in a favourable light. William's view is also called into question by Orderic Vitalis in Source C and better candidates may point to the time lapse between the events related as a possible explanation. **6-7**

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

'William's policy towards the English earls was one of co-operation in the years 1066 to 1075.'

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 William's apparent policy of reconciliation (Sources A and C) and the attitude of the English themselves (Source B). On the other hand there is the contradiction existing in Orderic's account (Source C) which does have some support, albeit less obviously,

from William of Poitiers (Source A). Own knowledge could include the fact that William did treat Edwin, Morcar and Edgar well in spite of some doubts relating to their loyalty due to their involvement in rebellion up to 1070 and he married his niece Judith of Waltheof of Northampton. There is also evidence of support for William among the English – Ednoth the Staller fought against William’s enemies, Exeter repelled an attack by Harold’s sons and William called out the fyrd. Indications are that William wanted minimal disruption. 1071 to 1072 does mark a turning point in William’s apparent policy, however, but it was difficult to balance competing claims to land from both English and Normans and the rebellion of Edwin and Morcar either gave William the opportunity or forced his hand, leading to confiscation and the reallocation to which Orderic (Source C) refers. Waltheof’s execution in 1076, based on rather circumstantial evidence of complicity in the Revolt of the Earls, ended the involvement of English earls with the Conqueror and, according to Domesday, dispossession was complete by 1086: only 2 English landowners are worthy of note.

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 policy, while Level 5 will show sound integration and attempt judgement possibly relating to whether he pursued an intended policy of integration or simply waited for the English earls to go too far and justify confiscation.

Question 2

- (a) Comment on ‘the Witan’ (line 2) in the context of the situation immediately following the battle of Hastings. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. that this was the council of the ‘wise men’ of England who advised the king. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. of the role of the Witan in the selection and confirmation of the candidate for kingship. **2-3**

- (b) Explain why Edgar Atheling failed to gain the English throne in 1066. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. because he had a weak claim. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. Edgar had not been named by the Confessor, he was a ‘foreign’ minor which brought him little real support and it appeared that there were others who were in a much better position to take the throne by force and impose their rule. **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 fact that he was still not acceptable **after** Hastings due to the same objections that existed **before** Hastings. Also William’s policy had caused Edgar’s

possible supporters to desert him in fear of retaliation. These issues may be placed in the context of the difficulties in deciding on a clear claim due to the uncertainty surrounding relevant criteria. **6-7**

- (c) Explain the importance of allies, in relation to other factors, in explaining the outcome of 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

Some of the main issues include the lack of allies that Harold possessed in contrast to those that William was able to attract. Harold had not managed to secure the loyalty of the northern earls *despite his marriage*, which affected his plan of defence, and his Danish connections did not appear to yield much in the way of support – possibly because of Sweyn’s own claim. William, on the other hand, received much military support due to the existing situation in France and his offers of land and plunder in England. Spiritual help was also secured by William due to the accusation of perjury and usurpation against Harold in the papal court. These Harold did not defend which may have deprived him of both practical help and the moral high ground. Additional factors to consider are the timings of the Norwegian invasion – which highlighted Harold’s possible problems with Edwin and Morcar – and of the Norman landing, which led him to make hasty decisions. The tactics employed by both generals in the battle and their use of the manpower they had available are also important.

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 show impressive depth of knowledge and/or the ability to evaluate success at varying levels.

Question 3

- (a) Comment on 'deposed' (line 2) in the context of the Church in England in 1070. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. that Stigand and others were not acting in accordance with the laws of the Church. They should therefore be removed from office. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that Stigand was seen as corrupt; was accused of simony and pluralism and had been excommunicated by previous popes. **2-3**

- (b) Explain why William undertook to reform the English Church. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. he had made a promise to the pope in return for the papal banner. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. linking the above with William's own interest in reform due to his pious nature shown by the work he had undertaken in Normandy. There was also the opinion of Norman writers that the English Church was corrupt. **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 the benefits that would also accrue to William politically through his control of the Church. **6-7**

- (c) Explain the importance of the archbishops and bishops brought from the continent, in relation to other factors, in explaining the changes to the English Church in the years 1070 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**
- 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, e.g. the work done by Lanfranc in establishing the primacy of Canterbury in order to centralise reform and the improvement of disciplinary measures by men such as Remigius, others such as Lanfranc and Thurstan had been scholars, and were responsible for changes in the monasteries and the introduction of the 'new' orders, bringing England within the mainstream of the continental movement. The borrowing of Norman reforms by men such as Thomas of York, who used reconstituted cathedral chapters, improved the administration of the dioceses. William himself was responsible for major organisational reform such as the movement of the dioceses, though this was more for strategic than spiritual reasons. Other points include how Lanfranc helped William extend his control over the Church by excluding papal influence through the Primacy, the creation of Church courts and the use of the Ancient Laws and Customs. However, continental bishops of integrity and learning had been chosen by Edward the Confessor and an English bishop, Wulfstan of Worcester, represented all that was best in the church. Reform was already in the air by 1066 but the conquest may have accelerated the pace of change.

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.