

## General Certificate of Education

# History 5041/6041

*Alternative M Britain, 1060–1216*

## Mark Scheme

*2005 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 2005**

**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 “the oaths” in the context of William’s reign in England. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. understands that this meant the oaths of homage/fealty made by vassals to their lord. Could be taken as meaning oaths of submission. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. the implications of this for William’s control over his vassals and the assets of his kingdom. As the two major surviving earls they could represent the most serious threat to William. He needed their cooperation to establish initial control. 2-3

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

Explain how useful **Source B** is as evidence of William’s attitude to his English subjects. (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. is able to appreciate the limitations of the source by offering comments on its rather balanced view presenting both the positive and negative sides of William’s character though emphasis may be laid on the less flattering aspects and link this to the authorship. Both these sides of William are brought out in the other sources. Source mentions the depredations he perpetrated in England, which own knowledge should link to his treatment of English churchmen

and aristocracy. His use of the Domesday Book and the Forest Laws as a means of control can also be inferred. **3-5**

- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. as L2, but will reach clear and sustained judgement relating to provenance/origins of the source i.e. Monastic chronicler's flattering views of kings who were generous towards the Church, that this is usually a reliable source, the fact that it is not always so positive towards William which might strengthen some validity here and, possibly, the circumstances surrounding the possible reasons for it being written at the time of William's death when there was little to be gained or feared. **6-7**

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

“To maintain his authority throughout his reign, William the Conqueror was a harsh and brutal tyrant.”

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

Reasons will include the treatment of the North (A), his greed for money (B), the harshness of the Forest Laws (B). On the other hand there is the imposition of law and order which benefited the kingdom (B), his piety (B) and his generous treatment of opponents (C). Own knowledge could include the later treatment of those same opponents and the subsequent loss of territory resulting in loss of status and the replacement of Englishmen with French and Norman Lords. Protests against taxation and exploitation as reasons for rebellion could be mentioned here and patronage of the Church could be offset by mention of the spoliation of English abbeys by the first generation of Norman settlers. Arguments against could point out the apparent perfidy of Edwin, Morcar and Waltheof, the expense of running the kingdom gained as the result of military conquest. His treatment of the North can appear somewhat out of character given his reaction to other rebellions both before and after 1069/70 and may represent the seriousness of the threat rather than policy. The best answers will attempt to structure an argument, beginning to consider William's dual role which placed the treasury and the need to keep the peace at the top of his agenda and may well place the issue in the context of the plausibility of his attempts to establish an Anglo-Norman state, implicit in C.

Level 1 and Level 2 will either paraphrase material from the sources or will give a general account of William's reign, 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.

## Question 2

- (a) Comment on "the Confessor's relatives" in the context of William's security in 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 these were the niece and nephew of Edward, Margaret and Edgar. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. Edgar's claim to the throne and the fact that he had left William's court and taken refuge with his sister who was married to Malcolm Canmore, the King of Scotland. **2-3**

- (b) Explain the reasons 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, e.g. because of the number of candidates. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. because Edward left no heir, because there were other

candidates, and link it with some degree of explanation, e.g. no chance on compromise on who to be king, the nature and position of the candidates. **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 L2, and offer an explanation which attempts to prioritise, link or assess the factors identified, placing the issue in the context of the lack of any single criteria governing the succession to the English throne, Edward's lack of a clear choice and the conflicting evidence. **6-7**

(c) Explain the importance of his barons, in relation to other factors, in William's success in extending his power into Wales and Scotland by 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 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 fact that no Norman penetration was possible north of the border until after the death of Malcolm Canmore. Even after this, much of the influence was clerical as a result of the relationship between Queen Margaret and Archbishop Lanfranc. There is little evidence of any real settlement along the lines of the military fiefs established in England. The king took no land here or established any royal garrisons. This last point was repeated in Wales, but there William used the power and the strength of the Marcher lordships, with their castles and new burhs to extend his influence. Even here, by the end of his reign there was little to show for Norman infiltration and only one royal journey was

made into Wales on the basis of the lordship claimed by the Confessor. Neither area was to suffer the crushing military defeat inflicted on England.

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 indications of success. Level 5 will show impressive depth of knowledge and/or the ability to evaluate success at varying levels.

### Question 3

- (a) Comment on “the problem caused by Archbishop Stigand” in the context of the Church in England before the conquest. (3 marks)

*Target: AO1.1*

L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. that he had been excommunicated by the pope and/or was regarded as uncanonical by many, although the patronage of the Godwins kept him in office. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. related to the fact that this was seen as one of the reasons why the English Church was viewed as corrupt and in need of radical reform. **2-3**

- (b) Explain why William received a banner from the pope in 1066. (7 marks)

*Target: AO1.1, AO2*

L1: Demonstrates implicit understanding of the issue, e.g. he had the favour of the pope. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. linking the conquest with the accusation made against Harold due to his breaking of the oath to William and his supposed coronation by Stigand, an uncanonical archbishop. William’s promises to reform the English Church and reinstate the payment of Peter’s Pence may also be mentioned. **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 L2, but prioritising reasons and placing them within the context of the idea of William’s expedition as a trial by battle in which he was supported by God. **6-7**

- (c) Explain the importance of the work of Lanfranc, in relation to other factors, in the reform of the English Church in the period 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. **5-8**
- 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**

Points include, e.g. the relative condition of the English Church, the background of continental reform, the role of William and the work of Lanfranc. 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. His work in reform was largely limited to the monastic Church and many of the other apparent 'reforms' – which were often strategic and political in origin such as the movement of the dioceses and the normanisation of the episcopacy – came from William. Attempts were made to improve clerical morals but this was to remain a problem for some time to come and the forcible imposition of foreign abbots led to disputes and sometimes bloodshed in the monasteries. Many of Lanfranc's lasting contributions remain those relating to administration and government rather than popular piety, though the cathedrals benefited from his interest in architecture.

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.

## June 2005

### Alternative M: Britain, 1060-1216

#### 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 sources differ on the attitudes of Anselm to reform?  
(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 refers to the contrast in the relationship between William and Lanfranc (who is seen as a moderate reformer) and that of Archbishop Anselm and King William II. William and Lanfranc are seen as united against ambitious papal demands. Anselm is seen, however, as sharing the views of more extreme reformers, especially over royal patronage to Church offices which is seen as an impediment to reform. The source is critical of William II's use of this power, which is seen as mercenary (it was usually fiscal), but the source is also critical of Anselm's view which ignored the wider responsibilities held by bishops in the Anglo-Norman state, their feudal and executive obligations. Source B focuses on Anselm's character and his interest in defending the rights of the see of Canterbury. However, it rejects the contrast presented in Source A and suggests he and Lanfranc shared an interest in reforming councils. The key contrast and cause of tension is seen as the attitude of William II and of Anselm who was not prepared to compromise and limit papal authority to maintain peace with the king.

Level 1 answers will probably just summarise Sources A and B or quote from them, e.g. Source A refers to lay control of the Church, but no commentary and supporting detail will be offered. At Level 2 the issue of disagreement will be partly addressed, e.g. Source A focuses

on Anselm's extremism on the issue of lay control, while Source B gives a wider range of detail on his background, views on his personal relationship with Rufus and attitudes concerning reform. By Level 3 the answer should offer explicit understanding of the issues above and offer own knowledge to develop points such as the criticism in Source A of Anselm's views on the role of bishops, or the antagonistic behaviour of Rufus, while Source B expands on his desire for reform similarity may note this shared focus with A and the 'impetus of reform'. At Level 4 candidates will present a sustained and relevant argument, focused on the issues of reform, the issue of their centrality in the dispute with Rufus, and may illustrate the changing nature of Anselm's ideals within the context of developing papal attitudes at Bari and Rome.

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

"Papal policies were the main reason for the conflict between Anselm and Rufus."  
How valid is 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. reference to papal demands (Source A), or the uncompromising reform generation (Source B). Level 2 and Level 3 should attempt to consider a range of issues, e.g. investiture, the rights of Canterbury, recognition of Urban, access to Rome, domestic reform, vacancies and feudal duties. Description rather than judgement will remain uppermost, however. Level 4 should consider the whole range of issues rather than concentrating on one specific issue to decide extent, 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 after Rockingham. Level 5 will place conflict within the context of the investiture contest.

## Question 2

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

To what extent do these sources differ on the causes of conflict between Henry II and Becket?  
(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 refers to conflict over Becket's previous role as chancellor and suggests Henry's personal attitude made conflict inevitable. Becket's personal behaviour is also implied as an issue by his lack of wholehearted support from his bishops, Foliot clearly saw character as an issue, and his (Becket's) dramatic behaviour at Northampton. The source then returns to the issue of Becket's past relationship with the King and Henry's 'exasperation' with Becket. Source B introduces the issue of ecclesiastical law and shares a focus on the events at Northampton; reference is made to both the ancient customs and the rights of the Church, and there is no suggestion of divisions between the bishops and Becket over what is presented as

an issue of principle. General reference is made lack of support for Becket after his failure to accept the Constitutions of Clarendon, which are seen as the root cause of conflict, ‘that wicked document’. In common with Source A, Henry’s character is seen as an issue, with reference to his wrath.

Level 1 answers will probably just summarise Sources A and B or quote from them, e.g. Source A refers to Becket’s previous position as the King’s favourite, but no commentary and supporting detail will be offered. At Level 2 the issue of disagreement will be partly addressed, e.g. Source A focuses on Becket’s character and his relationship with the King, while Source B develops the issues behind the conflict, the conflict between the ancient laws and ecclesiastical law. However, commentary on these issues will be undeveloped. By Level 3 the answer should offer explicit understanding of the issues given above and offer own knowledge to develop points such as the criticism of Becket’s behaviour in Source A, and the suggestion in both of Henry’s personal attitude towards Becket as an issue. At Level 4 candidates will present a sustained and relevant argument, focused on the issues of church courts and jurisdiction, the issue of criminous clerks, or the major issue of the rights of Canterbury.

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

“Thomas Becket was fully justified in his personal and religious opposition to Henry II.”  
Consider 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 of sources and are linked to the levels.

Level 1 answers are likely to use material from the sources to agree with the proposition; such information will be descriptive and undeveloped, e.g. Foliot's remarks on Becket's character. Level 2 and Level 3 should present a range of factors to either agree or disagree, i.e. understanding of Becket's reasons for opposition on both personal and religious grounds, or attacking the proposition with his culpability, his character, the change from chancellor to archbishop, the position of the bishop of London and the other bishops. Own knowledge could include the nature of the dispute, Henry's views on the independent jurisdiction of the church and the issue of crimonous clerks. At the higher levels, such points would form the basis of an analysis in context; the eventual killing of Becket, his behaviour in 1070, the coronation of the young king and changes in the nature of Henry's difficulties with Becket, with Level 5 showing conceptual awareness of the nature of Henry's relations with the Church and effectively sustained judgement to 'consider the validity'.

### **Section B**

Questions 3-9 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**

“Duty, not greed, was the main royal motive for developments in justice.”

To what extent is this a valid view with reference to **either** the period 1089 to 1135 **or** to the period 1154 to 1199? **(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****1089-1135**

Level 1 will provide a narrative account of the theme of the question or make unsupported statements, probably linked to Henry’s actions and reputation. Level 2 should present some range of factors relating to the Laws of Henry I, his reputation as ‘the Lion of Justice’, 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. developments in justice, the offices of chief justiciar and royal justice, problems of disputed succession/divided loyalties caused by possession of Normandy, growing royal centralisation in government, changes in the punishment of crime – but judgement will be limited by description. Level 4 should provide sufficient evidence to consider the validity of the proposition in a structured and coherent manner; evaluation should consider the specific issue of finance/baronial control as key motives and may relate justice to wider issues of finance, control of the baronage and royal absence. Level 5 will consider effectively change through time and place the issue firmly in context, using relevant historiography, to arrive at a well-balanced judgement.

### 1135-1199

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 the 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 – both the administration of justice and judicial procedure, e.g. Henry’s assizes, general eyres and itinerant justices, the growth of the jury system. Level 4 will be as Level 3 but will begin to achieve a balanced analysis on the expansion and professionalisation of royal justice with full scope on the key dates and material on justice under Richard and evaluation should consider the specific issues of finance/baronial control as key motives and may relate justice to wider issues of finance, control of the baronage and royal absence, with a full context-related discussion present at Level 5. Reference to relevant historiography is to be expected at Level 5.

### Question 4

How significant an impact did **either** Roger of Salisbury **or** Hubert Walter have on systems of government and administration during the reign of **either** King Henry I **or** King Richard I? (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

The reign of Henry I

Level 1 will provide a narrative account of the theme of the question or make unsupported statements. Level 2 should present some range of factors relating to the role and activities of Roger, Bishop of Salisbury, the growth of the Exchequer as a means of control, records and the pipe roll, writs and developments in Chancery, but this will lack weight or precise knowledge and probably be biographical, descriptive and 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. Roger’s role as a product of problems caused by possession of Normandy, growing royal centralisation in government, sheriffs and other royal officials – but judgement will be limited by description. Level 4 should provide sufficient evidence to consider the limits on Roger’s impact, elements of continuity in development, the limits on his personal contribution. Level 5 will consider effectively change through time and place the issue firmly in context, using relevant historiography such as Green, to arrive at a well-balanced judgment.

## The reign of Richard I

Level 1 will either give a superficial account of the reign of Richard as King of England, 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. the work of Hubert Walter as chief justiciar, the impact of Richard’s absences on Anglo-Norman government – but will lack weight of specific evidence or will be unbalanced on the whole reign. Level 3 should show a better organised and rather more analytical approach, providing a greater information on points mentioned above and beginning to consider a greater range of aspects, e.g. the impact of Richard’s financial demands and Walter’s dominant role in post-1194 England in both Church/State. Level 4 will be as Level 3 but will begin to achieve a balanced analysis on bureaucratic systems, judicial records, plea rolls, coroner’s rolls and final concords with a full context-related discussion present at Level 5; in particular, reference to relevant historiography is to be expected.

### Question 5

Assess the validity of the view that the Battle of Tinchebrai was the most significant event in the military and dynastic history of the Anglo-Norman state in the period 1087 to 1135. (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

Level 1 will provide a narrative account of the theme of the question or make unsupported statements, probably linked to the events of 1120 and the death of William the Atheling. Level 2 should present some range of factors relating to the Anglo-Norman state, the manner in which Henry gained Normandy, the challenges presented by Anjou, France and William Clito, 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 danger posed by dynastic failure in 1120, but judgement will be limited by description. Level 4 should provide sufficient evidence to consider the validity of the proposition in a structured, balanced and coherent manner, ‘validity’ may relate dynastic failure to the succession issue and the problem of William Clito during the 1120s, the alliance with Anjou and Matilda’s marriage. Level 5 will consider effectively change though time and place the issue firmly in context, using relevant historiography, to arrive at a well-balanced judgement.

### Question 6

Assess the validity of the view that the Angevin Empire was lost in 1199 with the death of Richard I, and not in 1214 with John's defeat at Bouvines. (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

Level 1 will either give a superficial account of the death of Richard or John's loss of Normandy, 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. the impact of Richard's death, his position in 1199 with regard to Capetian aggression, the succession dispute between John and Arthur – 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 – both 1199 as a turning point and the immediate aftermath of 1199 and events such as the treat of Le goulet, the character and abilities of John, also alternatives such as familial disunity and Philip's military success in 1194, 1199, 1203 to 1204 and 1214, e.g. from Gisors to Bouvines. Level 4 will be as Level 3 but will begin to achieve a balanced analysis with perhaps other factors offered beyond those suggested, i.e. financial resources, suzerainty, with a full context-related discussion present at Level 5. Reference to relevant historiography is to be expected.

### Question 7

Assess the validity of the view that royal intervention, rather than baronial action, was the key to the growth of Anglo-Norman influence in **either** Wales **or** Scotland in the period 1100 to 1154 **or** Ireland in the period 1154 to 1216. (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

#### Wales or Scotland

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. royal expeditions in Wales and royal patronage in Scotland – 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, 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. the Church, dynastic politics, economic colonisation) are also worth considering. 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, King David in Scotland 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.

## Ireland

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. 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, but 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 the actions of Henry and John in 1185 and 1210 and an attempt at structuring an answer; discussion will be limited to the main theme of the question, however, and 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.

## Question 8

“It was crusading fervour, rather than royal favour, that led to the growth of anti-semitism in England between 1154 and 1216.”

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

Level 1 will probably provide a narrative account along the line 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. Some attempt at judgement will be made, probably along the lines of the themes in the question but will remain largely implicit, perhaps though detailed analysis of the events of 1189-1190, Richard’s coronation and crusade and the York pogrom of 1190. Level 4 will sustain the demands of the question regarding social, financial and religious issues, and begin to balance the factors of crusading fervour and royal favour up to 1216, including links to ‘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 9

“Her career illustrates the subservient position of women in politics and society.”  
Consider the validity of this view with reference to **either** the Empress Matilda **or** Eleanor of Aquitaine. (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

Level 1 will provide generalised narrative overviews on Matilda or Eleanor with little specific focus on the issue. Level 2 should have some range of factors present, e.g. Matilda and the succession crisis of 1135 or Eleanor and the rebellion of 1173, 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 women within the issues of political and social attitudes – through marriage, political and military restrictions on their roles, clerical attitudes or the nature of maternal authority. Level 4 will provide a balance between the various factors of social and political influence. Level 5 will show appropriate conceptual awareness by placing the issue firmly in context with women in general. Precisely selected evidence will indicate the extent to which current and contemporary attitudes have shaped their historical reputations.

---

**June 2005**

**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** about the extent of the anarchy. (10 marks)

*Target: AO1.1, AO2*

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

**Indicative content**

Answers at Level 1 will be based entirely on the extract, e.g. that Poole believes that the anarchy lasted nine years or the extent of anarchy was exaggerated. To reach Level 2, answers could expand on the chronological limits, perhaps through the date of arrival for Matilda or by the impact of the death of Earl Robert. More discriminating and critical responses should reach Level 3; these could begin to evaluate the relative roles of the geographical limits or develop own knowledge on the nature of sources and the issue of exaggeration. 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 Poole on the length and spread of anarchy, using the source but drawing on own knowledge for judgement of validity.

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

How reliable is the view offered in **Source B** about the causes of the anarchy 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. | <b>1-2</b> |
|-----|---|------------|

- 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 plundering by knights from castles, foreigners from Flanders and Brittany. Level 2 responses will recognise that the source is a contemporary source 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 reliability, e.g. the motives of William of Malmesbury and his links with Earl of Gloucester, or by own knowledge on the role of castles and mercenaries. Level 4 responses will form judgements supported by an analysis of both content/argument and authorship in relation to reliability, recognising that the source is limited by its date, motivation and lack of specific detail.

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

“Stephen himself was the main cause of anarchy.”

Assess the validity of this view on the causes 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 disputed succession between Stephen and Matilda. Source B illustrates the way in which the use of mercenaries caused anarchy and disorder, as well as knights in castles causing localised disorder. Source C develops the direct culpability of Stephen himself but also the poisoned chalice of his inherited difficulties regarding King Henry and his barons, as well as the impact of the disputed succession.

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 impact of Stephen's personal failings, his leniency and his failure to meet the challenge presented by Matilda and the Angevins and to maintain baronial support and order. 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 role of mercenaries or barons such as Geoffrey de Mandeville, or Stephen's early failings regarding his barons or Roger of Salisbury. More than one cause of anarchy/disorder will be discussed. Level 4 answers will illustrate a wide range of factors in a balanced explanation, e.g. disorder as a product of medieval warfare, Stephen's character and expectations of medieval kingship. At Level 5 appropriate conceptual awareness may be shown through use of the key secondary sources in some depth,