



General Certificate in Education

A2 History 6041

Alternative A Unit 4

Mark Scheme

2007 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's 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 specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 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 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.

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 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.

C: 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 2007

Alternative A: Crusading Europe, 1046–1223

A2 Unit 4: Medieval Europe, 1046–1223

Section A: The Rise of Monarchical Power: France and the Capetian Kings, 1108–1223

Question 1

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

How fully does **Source C** support the view put forward in **Source B** on the reasons for Philip's defeat of King John? (10 marks)

Target: AO1.1, AO1.2, AO2

- | | | |
|-----|---|-------------|
| L1: | Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. | 1-2 |
| L2: | Demonstrates explicit understanding of utility/sufficiency etc. with reference to the sources and knowledge of the issue. | 3-5 |
| L3: | Draws conclusions about utility/sufficiency in relation to the issue, with reference to both sources and to own knowledge. | 6-8 |
| L4: | Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency in relation to the issue. | 9-10 |

Indicative content

Level 1 answers will probably simply paraphrase the sources or provide unstructured narrative. By Level 2, a range of relevant issues may be present, e.g. identification of the similarities, both stress Phillip's military skill, i.e. Source B focuses on Bouvines, while Source C highlights the significance of the military campaign which led to the fall of Chateau Gaillard. Also, both sources share a common focus on John's personal inadequacies, i.e. in Source B he is seen as unpopular and lethargic, while in Source C he is presented as an unreliable ally and poor leader of men. However, answers at this level will lack weight and balance. By Level 3, relevant material from the sources will be more detailed and augmented by own knowledge, e.g. the details of John's failings, militarily in 1203–1204 and 1214, also his untrustworthy and poor relations with his barons. Lethargy and poor man-management may be linked in with the consequences of the Angouleme marriage. Sufficiency may develop Source C's lack of material on post 1204 or their similar views on Phillip, Henry and Richard. By Level 4, explicit understanding in a consistent and balanced explanation may relate the themes in each source to wider events, e.g. the success of Phillip II in the 1190s which both sources present as a learning period for the Capetian monarch when little was gained.

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

'The development of suzerainty rather than military skill was the key to the growth of Capetian power in the years 1108 to 1223.'

Assess 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 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 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 referring to aspects of change and continuity over a period of at least 100 years, as detailed in the specification for this particular Alternative, and to an appropriate range of factors as exemplified by the indicative content for each particular question.

Source A develops the growth of feudal authority under Louis VI and the role of Suger, Source B focuses on the reign of Phillip II, his personal skill and military victory at Bouvines as key reasons for the growth, while Source C focuses on the weaknesses of King John and the campaign of 1203–1204. Own knowledge will probably be focused on the issue of suzerainty under Phillip II, especially the events of Le Goulet and the Angouleme marriage. Evaluative own knowledge may develop the references to 1203–1204 with the sieges of Rouen and Chateau Gaillard or Bouvines in 1214.

Level 1 answers will probably be limited to unstructured chronological narrative on the success of the Capetians, mainly the reign of Phillip without focus on the key period. At Level 2, answers may still be descriptive and lack weight and balance, but there will be links to the key themes, e.g. from the sources; under the early Capetians, Suger's role in enhancing the image

of monarchy, growing ties of vassalage and influences outside of the royal domain. Own knowledge may include some depth on the issue of suzerainty and Louis VI and the German invasion of 1124 or Louis VII and Toulouse in 1159. By Level 3, a wider range and depth of material will be present, e.g. own knowledge on relations between Phillip and John, Le Goulet, the Angouleme marriage and the Curia Regis – John as a contumacious vassal. Some attempt at evaluation may be present, perhaps focusing for evaluation on the role of Phillip II as a military leader – the argument in Source C. Level 4 answers will present sustained analysis, perhaps focusing on the issue of feudal or sacral kingship, or the issue of finance and practical financial power – especially in the 1190s after Phillip’s administrative reforms; above all, a full chronological coverage of the period will be present. At Level 5, candidates will show conceptual judgement and independence of thought, e.g. the issue of practical skill versus theoretical power and authority – Le Goulet gave Phillip the excuse to declare John’s Continental lands forfeit, but it still required a military campaign to seize them.

Section B

Questions 2-7 are synoptic in nature and the rewarding of candidates’ responses should be clearly linked to the range of factors or issues covered in the question as indicated by 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 almost to 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**

Option A: The Reform Papacy, 1046–1085

Question 2

How significant was the impact of the Synod of Sutri on the ecclesiastical and political authority of the papacy in the years 1046 to 1054? *(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

Answers which are simple narratives of the period will only reach Level 1. At Level 2, knowledge of the events and significance of the synod will be shown, e.g. the actions of Henry III, the synod's role in linking the papacy to the reform movement, the subsequent actions of the patricius and the elections of reforming popes. By Level 3, there will be a clear focus on the period, in particular the pontificate of Leo IX, 1049–1054. Political authority may discuss papal claims in southern Italy, Benevento and Civitate. By Level 4, the full range of content will focus on evaluating extent, perhaps through focus on the issue of growth in papal ecclesiastical and political authority – the Collection in 74 titles, relations with the western and Byzantine empires respectively and ecclesiastical authority through Leo's appointments, journeys and synods. Level 5 answers will offer sustained conceptual understanding perhaps through judgement on the permanence of change.

Question 3

'The pontificate of Nicholas II, 1059–1061, was a political success but a religious failure.'
How far would 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 answers will probably provide basic narrative accounts of the period, but they will be generalised and unfocused. At Level 2, material of more particular relevance will focus on Nicholas's rule and the challenge presented by Henry IV. Political success may analyse the impact of the Treaty of Melfi, while religious failure may be challenged with analysis of the election decree, but at this level material will be superficial. By Level 3, analysis will be more detailed, evaluation could develop Nicholas's extensions in authority regarding Milan and the

patarini. By Level 4 the full range of content will be present. Conceptual awareness at Level 5 may be shown through analysis of the growing breach with the Empire.

Question 4

'The reform papacy achieved spiritual success but political failure.'
How far would you agree with this view of the pontificate of Gregory VII? (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 answers will probably concentrate on a narrative account of the pontificate of Gregory VII. At Level 2, answers may still be descriptive and lack weight and balance, but there will be links to the issues, e.g. spiritual success in the issues of simony, clerical morals and lay investiture and the synods of 1074 and 1075, political failure in the aftermath of Canossa, the positions of Rudolf of Swabia and the southern Normans. By Level 3, candidates will begin to evaluate, perhaps focusing on the issue of Milan, Gregory's later career, decline and death in exile, or Henry's invasion, appointment of Clement III and coronation in 1084. Balance and judgement will be present at Level 4 when candidates may look at success/failure through long term consequences, which saw the imperial position crumble while the papacy emerged as effective leader of the Church. Level 5 answers will provide both a wide range of precisely selected evidence and appropriate conceptual awareness.

Option B: The Pontificate of Innocent III, 1198–1216

Question 5

'Pope Innocent's III failed to achieve spiritual and political authority over the Western Empire.'
How far would 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 answers will be able to provide basic narrative accounts of Innocent's pontificate but material on his relations with the Empire will be generalised and unfocused. At Level 2, material of more particular relevance will be present, e.g. Innocent's conception of papal power with particular reference to the Empire; his involvement in the disputed election to the German throne; and the desire to curb Hohenstaufen ambitions in Italy, and the position of Frederick in

Sicily. At this level answers will lack weight and balance. A more explicit and precise focus on key aspects mentioned above will be present at Level 3, and some attempt at evaluating authority – perhaps through key events such as Neuss, Spire and Eger, or changing support for Otto, Phillip and Frederick. Clear evaluation will be found at Level 4 where answers will examine a full range of relevant factors and provide clear judgement on the issues of spiritual and political authority. Such judgement and focus will be independent and sustained at Level 5.

Question 6

‘Pope Innocent’s crusades did little to extend his spiritual and political authority.’
How far would 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 answers will probably rely on unstructured narrative or simply generalised and unfocused narrative accounts on the Fourth or Albigensian crusade. By Level 2, material may be descriptive and lacking in weight and balance, but a range of relevant factors will be included, e.g. ‘did little’ could develop Innocent’s role in the course and diversion of the Fourth Crusade, or the lack of control the papacy could exert over Simon de Montfort’s campaigns. By Level 3, clear evaluation may be present, perhaps evaluation of failure through a focus on papal aims and intentions in each episode. Also, his lack of authority and control over the crusaders and his own representatives. Level 4 answers will illustrate a wide range of factors in a balanced explanation, e.g. the events at Minerve and partial success of the Albigensian crusade in beginning a 20-year military campaign and drawing in royal intervention, or, regarding the Fourth Crusade, the creation of a Latin hierarchy and patriarch in Constantinople. There will be a clear focus on the issue of the extension of his spiritual and political authority. At Level 5, appropriate conceptual awareness may be shown through reference to wider context and the impermanence of any success achieved during Innocent’s pontificate.

Question 7

'The Fourth Lateran Council dealt successfully with two of Pope Innocent III's key challenges: lay spirituality and clerical reform.'

How far would 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

Answers at Level 1 will lack specific detail and focus; they may provide generalised narrative regarding the council. At Level 2, answers should provide knowledge of a range of relevant material on the council, its range and size, decisions regarding crusading, unity and definition of faith, doctrine, action against heresy, papal primacy, disciplinary rules for believers, clerical reform: however, at this level answers will lack weight and balance. By Level 3, explicit understanding of a range of factors will be present, including clear understanding on the issues of lay spirituality and clerical reform as challenges facing the Church, with a degree of evaluation, e.g. the issues of new religious movements, anti-clericalism and the creation of the Franciscans. Innocent's death may provide an evaluative focus for the impact of the Council. Level 4 answers will illustrate a wide range of relevant issues and judgement may focus on the need for secular and clerical co-operation for the implementation of the decrees regarding faith and morals. At Level 5, appropriate conceptual awareness may be shown through reference to wider context and the impermanence of any success achieved during Innocent's pontificate.