



General Certificate in Education

A2 History 6041

Alternative A Unit 4

Mark Scheme

2008 examination – June series

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

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

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CRITERIA FOR MARKING GCE HISTORY:

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 2008

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 Capetian success? (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 differences; while Source B stresses the role of King Louis VII and the issue of feudal monarchy, Source C is more wide-ranging, including the weaknesses of King John, indirect benefits from the policies of Pope Innocent III and the skill of King Philip II in exploiting the opportunities which presented themselves. That is, Philip's military, diplomatic and legal skills. 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. Although Source C highlights legal skill the royal court or Curia Regis discussed in Source B may prompt analysis of the use of this by Philip in declaring John a contumacious vassal. By Level 4, explicit understanding in a consistent and balanced explanation may relate the themes in each source to wider events, e.g. the successes of Philip II in battle or in exploiting his suzerainty.

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

‘The skills of three successive monarchs were 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

Level 1 answers will probably be limited to unstructured chronological narrative on the success of the Capetian, mainly the reign of Philip without focus on the key issue across the 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. Source A highlights the contribution of Louis VI in securing the royal domain and enhancing the image of the Capetian monarchy; Source B stresses the role of King Louis VII in developing legal rights through the feudal monarchy, while Source C stresses the primary role of Philip II, developing on his victory over John and his legal, diplomatic and military skill. 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 Philip 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 issue of luck or the weaknesses of their opponents. Candidates may analyse the relative contribution made by each monarch. Level 4 answers will present sustained analysis, perhaps focusing on the issue of feudal or sacral kingship as an alternative to personal skill, or the issue of finance and practical financial power – especially in the 1190s after Philip’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 Philip the excuse to declare John’s continental lands, but it still required skill and 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**

‘The pontificate of Leo IX, 1049–1054, was a religious success but a political failure.’
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

Answers which are simple narratives of Leo’s pontificate will only reach Level 1. At Level 2 knowledge of a range of Leo’s activities will be shown, e.g. papal tours, development of office of cardinal, legates, provincial councils and development of canon law. By Level 3 there will be a clear focus on the issues of religious success and political failure – simony, clerical marriage and relations with the western and Byzantine empires respectively. By Level 4 the full range of content will focus on evaluating extent, perhaps through focus on the impact of Leo’s appointments – leading to the rise of more radical reform and the political revolution of Nicholas II’s pontificate, or on the growth of papal authority. Level 5 answers will offer sustained conceptual understanding perhaps through judgement on the permanence of change.

Question 3

‘The death of Henry III was more significant than the Treaty of Melfi in the rise of the reform papacy between 1046 and 1061.’
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

At Level 1 candidates will provide unstructured narrative on the period, reference to Henry III or Melfi may be limited and descriptive. At Level 2, a range of relevant issues may be present, probably stressing Henry’s positive contribution to cause of reform; his role at the Synod of Sutri in 1046 and position as patricius; his links with moderate reform and appointment of a series of German papers. However, at Level 2, relevant materials will lack weight and balance. Level 3 answers with focus on both the negative and positive, the differences and opportunities caused by Henry’s death and the importance of the Treaty of Melfi as an alternative, perhaps stressing the independence of the papacy and the practical power provided. Explicit understanding of a range of relevant factors could include the implications of the minority of Henry IV for papal authority and independence; relations with the Roman nobility, the southern Normans and Duke Godfrey. Evaluation may be present, perhaps challenging the overall significance of his death compared to other factors which promoted the cause of the reform movement; such as

Melfi itself or Leo IX's reform of the curia. By Level 4, the full range of content will be present and clearly linked to the issue of the reform papacy and to the key parameters of 1046 and 1061. Level 5 answers will place Henry III's death firmly in context, perhaps through conceptual awareness of the shift from moderate to more radical reform.

Question 4

Was the *Dictatus Papae* more significant than Canossa in the dispute between Pope Gregory VII and Henry IV? (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

At Level 1 candidates are likely to offer unstructured narrative on the Investiture contest, the *Dictatus Papae* and Canossa without direct reference to the question. By Level 2, material may be descriptive and lacking in weight and balance, but reference will be made to the key issues, i.e. the importance of political and religious issues as causes of conflict. At Level 3 candidates will move beyond the course of conflict to evaluate its causes through the key concepts, perhaps through analysis of Gregory's claims to challenge Henry's power in the *Dictatus Papae* of 'dictation of the Pope', a statement from 1075 of Gregory's principles of papal authority and action, including canon 12 on the power to depose emperors. Also, through analysis of the events surrounding Canossa, radical reformers' views on the position of kings, or through reference to issues such as investiture, the Milan election and the German princes. Balance and judgement on politics and religion will be clearly shown at Level 4, as will understanding of the wider context, e.g. developments after 1077, Gregory and Henry's relations with the German princes, bishops, Romans and cardinals. Conceptual understanding may include theocratic ideas or sacral kingship and the role of monarchy in society. Independent judgement at Level 5 may focus on the essential dichotomy of the political/spiritual position of the medieval church.

Option B: The Pontificate of Innocent III, 1198–1216
Question 5

How successfully did Pope Innocent III, through launching the Albigensian Crusade, meet the spiritual and political challenges posed by popular heresy? (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 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. 'failure' could develop Innocent's lack of control and the problems the papacy faced in controlling Simon de Montfort's campaigns. By Level 3 clear evaluation may be present, perhaps evaluating failure through a focus on papal aims and intentions in the crusade. Spiritual and political challenges may focus on Innocent's relationship with the episcopacy in Languedoc and Innocent's attempts to reform and control, or the events of 1213 and 1215 and his relationship with secular rulers such as Peter of Aragon and Raymond of Toulouse. Students may choose to approach the issues through comparison with other methods such as preaching and persuasion or Innocent and the friars; this is a valid approach and detail should be given credit in a valid argument. 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. 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 6

How far do you agree that Pope Innocent III failed to assert spiritual and political authority over the secular rulers of Europe? (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

At Level 1 answers are likely to be descriptive account of Innocent's pontificate and such answers will be generalised and unfocused. By Level 2, material of more particular relevance will focus on elements relevant to the issue of authority, e.g. Innocent's relationship with secular rulers, papal fiefs and overlordship. At this level there may be a lack of weight and balance. By Level 3, some attempt to evaluate significant impact may contrast growth during the

pontificate with the position on Innocent's accession, or in Innocent's conception of his spiritual authority. Balance may be lacking in analysis of relations with key areas such as England, France and Germany. Conceptual understanding will be secure at Level 4 with evaluation and a full range of relevant factors. The nature of papal influence and authority, especially its weaknesses, may form a key theme at the higher levels, while the concepts of spiritual and political authority and the reality of power may offer the opportunity to display independent judgement for Level 5.

Question 7

How successfully did Pope Innocent III establish the ecclesiastical and political authority of the papacy over the western Church? (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 spiritual challenges. At Level 2, answers should provide knowledge of a range of relevant material on the issue, the theory of papal power, concepts of papal monarchy and *plena potestas*, papal taxation of the Church, papal provisions and appointments, the Fourth Lateran Council of 1215, its range and size, decisions regarding clerical reform; however, at this level answers will lack weight and balance. By Level 3, some attempt to evaluate significant impact may contrast growth during the pontificate with the position on Innocent's accession, or on Innocent's conception of his spiritual authority. Such conceptual understanding will be secure at Level 4, with evaluation and a full range of relevant factors. The nature of papal influence and authority, especially its weaknesses, may form a key theme at the higher levels, while control over appointments within the Church may offer the opportunity to display independent judgement for Level 5.