



General Certificate in Education

A2 History 6041

Alternative M Unit 5

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 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 agree on the attitudes of Archbishops Lanfranc and Anselm regarding relations between Church and Crown in England in the years 1087 to 1100? (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 policy of Lanfranc and William I, describing it as ‘pragmatic compromise’ but implies that this was based on the characters of the two men. It analyses the difficulties Anselm faced due to William Rufus’s attitude towards the Church. It is critical of his use of his feudal rights and financial exploitation of the Church through control over vacancies and appointments. The king’s personal behaviour and his views on Rome are also raised as issues. Anselm’s character is mentioned, as is failure to meet his feudal/military obligations. His views on the recognition of Pope Urban are also discussed. Source B focuses on earlier cooperation under Lanfranc compared to Anselm and suggests there were differences in character and attitudes of the two men; however, similarity is stressed in their shared attitude towards Gregorian reform. It stresses Anselm’s shared interest in defending the rights of the see of Canterbury against Papal authority and access to England for legates.

Level 1 answers will probably just summarise Sources A and B or quote from them, e.g. Source A refers to Lanfranc and relations with the Crown, but no commentary and supporting detail will be offered. At Level 2 the issue of agreement will be partly addressed, e.g. Source A focuses on Lanfranc’s positive relation with the Crown, and Source B refers to this period of cooperation, Source A gives a wide range of detail on Anselm and investiture and papal policies, but views on Anselm’s personal relationship with Rufus and behaviour are more detailed in Source A, while Source B outlines his views concerning papal reform. By Level 3 the answer should offer explicit understanding of the issues above and offer own knowledge to develop points such as

Lanfranc's more moderate ideas on reform and his more positive relationship with Rufus, in contrast to Anselm's views on the reform councils, the role of the bishops, or the antagonistic behaviour of Rufus, while they may also develop the council of Rockingham as a point of issue. Agreement will stress their shared desire to limit papal encroachment on Canterbury's rights. At Level 4, candidates will present a sustained and relevant argument, focused on the issues of the Crown, State and reform, early cooperation and later conflict.

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

'The papal reform movement was of key importance in the controversy between Rufus and Anselm in the years 1093 to 1100.'

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 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 recognition (Source A), or the Gregorian reform movement (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. Given the focus on Rufus and Anslem, their attitudes, beliefs and behaviour should be central. 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 may develop the position after Rockingham and increasing tensions over Rome, investiture contest and the customs established by William I.

Question 2

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

To what extent do these sources agree on the importance of criminous clerks in the dispute between Crown and Church? (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 canon law and the trial of criminous clerks. It argues against personal issues and suggests the issue of clerical privileges, and therefore, the constitutions of Clarendon, were the key. Source B does not ignore the issue of ecclesiastical law which is developed in the first paragraph as of key importance in 1164. However, later material instead focuses on the events of 1170, the coronation of young Henry and the lands of Canterbury, therefore the rights of Canterbury are seen as of central concern. Lack of support for Becket is implied by the listing of clergy supporting the coronation.

Level 1 answers will probably just summarise Sources A and B or quote from them, e.g. Source A refers to criminous clerks being important, but no commentary and supporting detail will be offered. At Level 2 the issue of agreement will be partly addressed, e.g. Source A develops the issues behind the conflict, the conflict between the ancient laws and ecclesiastical and canon law, and Source B shows the implications of Clause 3 as it is put into action by King Henry's justices, while Source B focuses more on the rights of Canterbury. Both highlight its importance, 'clearly obnoxious' and 'provocative and rash'. 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 shift from custom to

written law. At Level 4, candidates will present a sustained and relevant argument, focused on the issues of church courts and jurisdiction and the issue of crimonous clerks.

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

'In the controversy with King Henry II, Thomas Becket was more sinned against than sinner.'

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 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. that Becket's rights were violated with the coronation of the young king (Source B), 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 that he was sinned against 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 criminous clerks. At the higher levels, such points would form the basis of an analysis in context; the changing course of the conflict across the key dates, 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 Becket's relations with both Henry and the Church and effectively sustained judgement to consider the validity of the view.

Section B

Questions 3-10 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

'The hostility of barons towards the king was caused by his financial demands and not by his personality.'

To what extent is this a valid judgement on the reign of **either** King William II **or** King John?
(20 marks)

Use standard mark schemes 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

This question is 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 each specific mark scheme for each question.

The reign of William Rufus

Level 1 will provide generalised narrative overviews of King William II's reign with little specific focus on the issue. Level 2 should have some range of factors present, e.g. Rufus's personality, the financial demands of Flambard, the baronial rebellion and the events surrounding 1088 and 1095, 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 baronial grievances regarding Normandy; the roles of Odo, Robert of Belleme and Robert de Mowbray, his new men, gelds, overseas service. Level 4 will provide a balance between the various factors. Level 5 will show appropriate conceptual awareness by analysing concepts of authority and the issues surrounding baronial loyalty and rule of the Anglo-Norman regnum.

The reign of King John

Level 1 will provide generalised narrative overviews of King John's reign with little specific focus on the issue. Level 2 should have some range of factors present, e.g. John's personality; the financial demands of the Angevin despotism, the baronial rebellion and the events surrounding the creation of Magna Carta, 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 baronial grievances regarding John's behaviour; his lack of trust, hostage taking, relief demands, overseas service. Argument against the role of the individual could develop principles and issues of liberty, Angevin kingship and theories on the nature of kingship and government. Level 4 will provide a balance between the various factors of John's personal behaviour, his use of justice as feudal reliefs, his treatment of hostages and baronial wives and the background to the revolt of 1215 to 1216 and Magna Carta. Level 5 will show appropriate conceptual awareness by analysing the relative roles of personality, finance and concepts of authority.

Question 4

‘Royal absence rather than financial need was the key factor in promoting changes in government and administration.’

To what extent is this a valid judgement on 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 King 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 during the king’s absence, the growth of the Exchequer as a means of control, records and the pipe roll, writs and development 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 – both in terms of royal absence and financial need, themes such as 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 judgement.

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 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 of 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

‘Above all, the Norman Empire was gained and held by King Henry I’s military skill.’
How valid is 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

This question is 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 each specific mark scheme for each question.

Level 1 will probably describe, in a superficial manner, the actions of Henry in gaining Normandy. Level 2 should begin to show material on the whole period from 1100 to 1106, and 1106 to 1135. Both Henry’s gaining, and holding of Normandy will be discussed, answers will mention key issues, e.g. or the Battle of Tinchebrai, or the military campaigns of 1119 and 1124, but remain largely descriptive. For Level 3 and Level 4 some degree of assessment is needed on the issues such as finance, baronial support, castle building and diplomacy, the manner in which the challenges of Louis VI and William Clito were met, also relations with Anjou. Level 5 answers may comment directly on increasing uncertainty regarding the Empire and the succession in the aftermath of the White ship disaster, in an age of personal kingship.

Question 6

Assess the significance of developments in government and administration in the years 1154 to 1189. (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

This question is 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 each specific mark scheme for each question.

Level 1 will either give a superficial account of Henry’s reign, 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. Henry’s absences and the needs of itinerant kingship, the restoration of government after the anarchy, the growth of offices such as justiciar and chancellor, the exchequer under Bishop Nigel and Richard FitzNigel, the Inquest of Sheriffs, increase in centralisation – but will lack weight of specific evidence or will be

unbalanced – there will be limited focus on significance. Level 3 should show a better organised and rather more analytical approach, providing greater information on points mentioned – issues relating to the restoration of government and administration. Also, the focus will relate to the issue of impact/evaluation of these developments on the barons, perhaps with focus on the impact of the Inquests of Sheriffs in 1170 and the great rebellion. Level 4 will be as Level 3 but will begin to achieve a balanced analysis on the impact and expansion of royal government, with a full context related discussion present at Level 5. Reference to relevant historiography is to be expected.

Question 7

‘The English Crown rather than individual barons was the most significant factor in the growth of Anglo-Norman influence.’

How far do you agree with this view as regards **either** Wales 1100–1154
or Scotland 1100–1154
or Wales 1154–1216
or Scotland 1154–1216
or Ireland 1154–1216?

(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

This question is 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 each specific mark scheme for each question.

For the period 1100–1154, 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. the role of the Marcher lords in Wales, or Norman baronial migrants into 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 of the King of England towards Scotland and Wales, links with the MacMalcolm dynasty, or the activities of King David in encouraging settlement, i.e. dynastic politics, economic colonisation. 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 and ecclesiastical appointments, King David in Scotland, his use of the Church and continental influences in monasticism, 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 under a ‘Normanised’ monarchy. For the period after 1154, 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. in Ireland 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. In Scotland Henry II’s relationship with Malcolm the Maiden and William the Lion, the

events of 1174 and Pope Alexander II and the Ecclesia Scoticana, the end of York's authority. In Wales the positions of barons such as the Clares, Bohuns and Earls of Pembroke, the Lord Rhys and Llewellyn of Gwynedd and St David's and Canterbury, but these issues 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 royal expeditions and the actions of Henry and John in Ireland in 1185 and 1210, Wales in 1165 and 1211, and Scotland in 1174 and 1209, and an attempt at structuring an answer; 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, perhaps focused around 1215–1216 and the impact of the civil war in England.

Question 8

'The Angevin Empire was lost, not because of King John's financial weakness, but because Philip Augustus was his suzerain.'

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

This question is 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 each specific mark scheme for each question.

Level 1 will give a superficial account of 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. Phillip II and suzerainty, the impact of Richard's death, his position in 1199 with regard the Capetian aggression, the succession dispute between John and Arthur and Philip's role, 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 and the immediate aftermath of 1199, and events such as the Treaty of Le Goulet as a focus for suzerainty – also the Angouleme marriage and the Curia Regis. Candidates may analyse alternatives such as the character and abilities of John, 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, with a full context-related discussion present at Level 5. Reference to historiography is to be expected.

Question 9

'The rise of anti-semitism between 1087 and 1216 was the product of the Jews' position in royal finance rather than of Christian bigotry.'

How valid is 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

This question is 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 each specific mark scheme for each question.

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. links between the Jews and the Angevin kings, the hostility caused by their financial role and judicial privileges, envy, accusations of avarice, 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 of anti-semitism; Jews as financial tools of greedy kings, and religious hostility. Some attempt at judgement will be made, probably along the lines of the themes in the question but will remain largely implicit. Level 4 will sustain the demands of the question regarding royal and religious issues – analysis of events in York and the motives of participants such as Richard Malebisse may be developed, and inclusion of factors up to 1216, including links to financial issues and 'Angevin despotism' – the exchequer of 1194 or John's attitude towards the Jews. 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 10

'The Empress Matilda and Eleanor of Aquitaine demonstrate the limited role of women in twelfth-century England.'

How valid is 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

This question is 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 each specific mark scheme for each question.

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 the lives of women in general. Precisely selected evidence will indicate the extent to which current and contemporary attitudes have shaped their historical reputations.