

**GCE**

**History A**

**Y102/01: British period study and enquiry: Anglo-Saxon  
England and the Norman Conquest 1035-1107**

A Level

**Mark Scheme for June 2024**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:















- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Y102/01

Mark Scheme

June 2024

Annotation	Meaning
<b>S</b>	Synthesis
<b>C</b>	Continuity/Change

Question			Answer	Mark	Guidance
1			<p><b>‘Ranulf Flambard played the key role in William II’s government.’</b></p> <p><b>Use the four sources in their historical context to assess how far they support this view.</b></p> <ul style="list-style-type: none"> <li><b>In discussing how Source A does not support the view</b>, answers may argue that William, who is described as “formidable”, was clearly in control of the government and showed his key role by taking the revenues from vacant bishoprics and abbeys.</li> <li><b>In discussing the provenance of Source A</b>, answers may suggest that the chronicler is summing up the whole of the reign so has a useful overview and the fact that William’s power and control were so much resented in England suggests he was the key player.</li> <li><b>In discussing the historical context of Source A</b>, answers may refer to the way in which William II acted decisively when faced with rebellions in England reacted quickly to the invasion of Malcolm, and learned from his experience in his first invasion of Wales, so was in control the second time he invaded.</li> <li><b>In discussing how Source B does not support the view</b>, answers may argue that Odo of Bayeux was trying to play the key role when he challenged William and attacked his lands, whilst</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At Level 5 there will be judgement about the issue in the question.</li> <li>To be valid judgements they must be supported by accurate and relevant material.</li> <li>At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</li> <li>Knowledge must not be credited in isolation. It should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme.</li> </ul>

Question			Answer	Mark	Guidance
			<p>William, bishop of Durham is named as the main minister so he, too, played a key role.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source B</b>, answers may suggest that William did his best to collect a range of sources before he began to write so can be relied on although, as a monk, he was hostile to William II who ravaged the resources of the Church.</li> <li>• <b>In discussing the historical context of Source B</b>, answers may refer to the fact that Odo had been recently released from prison and was trying to regain his position and, as William's uncle, could be a threat but William was able to defeat the rebellion, showing his was the key power in government.</li> <li>• <b>In discussing how Source C supports the view</b>, answers may argue that Ranulf's skills are noted and this suggests he had a key role, especially as he was very good at raising money for William, an ability the king especially valued. Moreover, Ranulf was in this position long before he was made bishop of Durham in 1099.</li> <li>• <b>In discussing the provenance of Source C</b>, answers may suggest that Simeon was a monk at Durham and so in a good position to know about the importance of Ranulf, although he does not give much indication about exactly how long Ranulf had been such a key part of government</li> </ul>		

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source C</b>, answers may refer to Ranulf's background as keeper of the Royal Seal under William I and the William II, his (Ranulf's) role in executing justice which increased his importance and the fact that Ranulf was so trusted by William that he was made regent when William was in France.</li> <li>• <b>In discussing how Source D partly supports the view</b>, answers may argue that Ranulf certainly thought he had such a key role he could override the authority of an archbishop and other bishops were prepared to back Ranulf in his role, but he did not dare go against Anselm's refusal to agree to the proposal.</li> <li>• <b>In discussing the provenance of Source D</b>, answers may suggest that Eadmer was very well informed as he was with Anselm at the time but that Eadmer was very much Anselm's advocate and so took his side.</li> <li>• <b>In discussing the historical context of Source D</b>, answers may refer to the fact that Ranulf was not able to insist he could consecrate Thurgod, which suggests that his was not the key power and how Anselm widened the issue into one about the primacy of Canterbury over York and involved the pope. This showed the power held by the archbishop and Thomas was eventually consecrated but in the next reign.</li> </ul>		

Question			Answer	Mark	Guidance
2*			<p><b>‘Disputes over the succession were the main reason for instability in England during the period from 1035 to 1042.’</b></p> <p><b>How far do you agree?</b></p> <p><b>In arguing that dispute over the succession were the main reason,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might suggest</b> that Cnut had children by two wives, which led to problems</li> <li>• <b>Answers might suggest</b> that Cnut had agreed with Emma that her children should have priority</li> <li>• <b>Answers might suggest</b> that there was no fixed law of succession</li> <li>• <b>Answers might suggest</b> that Emma claimed that Harald Harefoot was not in fact the son of Cnut</li> <li>• <b>Answers might suggest</b> that Emma and her supporters were not willing to accept Harefoot as king</li> </ul> <p><b>In arguing that there were other factors, answers could suggest that:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might suggest</b> that there were rivalries among the English earls</li> <li>• <b>Answers might suggest</b> that the intervention of Edward and Alfred, sons of Emma, worsened the instability</li> <li>• <b>Answers might suggest</b> that Harald had to force Emma to leave</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the factors but at Level 4, may simply list events</li> <li>• At Level 5 and above there will be judgement as to whether the succession disputes were the main factor</li> <li>• At higher levels candidates might establish criteria against which to judge the impact of factors</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.</li> </ul>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li><b>Answers might suggest</b> that heavy taxation under Hardecnut led to resistance and instability</li> </ul>		

Question			Answer	Mark	Guidance
3*			<p><b>How seriously was William I's consolidation of his power in England threatened by the rebellions of 1067-1070?</b></p> <p><b>In arguing that his power was seriously threatened,</b></p> <ul style="list-style-type: none"> <li><b>Answers might suggest</b> that the rebellions came early in the reign when William was more at risk</li> <li><b>Answers might suggest</b> that the rebellions involved different parts of the country so William could not deal with them all personally</li> <li><b>Answers might suggest</b> that William had to divide his time between England and Normandy so was more vulnerable to rebellion</li> <li><b>Answers might suggest</b> that William was relatively unknown in many parts of the country so there was no loyalty to him</li> <li><b>Answers might suggest</b> that the north was left to be governed by English magnates but they were not loyal</li> <li><b>Answers might suggest</b> that a Danish invasion increased the threat</li> <li><b>Answers might suggest</b> that one revolt encouraged other revolts</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels, candidates will focus on weighing up the extent of the threat but at Level 4, may simply list what happened.</li> <li>At Level 5 and above there will be judgement as to whether there was a serious threat or not.</li> <li>At higher levels candidates might establish criteria against which to judge the seriousness of the threat.</li> <li>To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.</li> </ul>

Question			Answer	Mark	Guidance
			<p><b>In arguing that the rebellions were not a serious threat,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might suggest</b> that the rebels were not able to co-ordinate their actions so William could pick them off one by one</li> <li>• <b>Answers might suggest</b> that the Harrying of the North was a terrible example of the fate of rebels</li> <li>• <b>Answers might suggest</b> that William bought off the Danes</li> <li>• <b>Answers might suggest</b> that some of the rebellions were more about local grievances, so would not have national appeal</li> <li>• <b>Answers might suggest</b> that William's military resources were superior and he built castles to subdue rebels</li> </ul>		

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalized knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
<b>Level 1</b> 1–5 marks	This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question.
0 marks	No evidence of understanding or reference to the sources.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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