



**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 2022**

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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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## PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris 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 scoris 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 scoris 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).

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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 scoris **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 scoris 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: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - 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

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## 11. Annotations

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

## 12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that William was interested in the Church only as a source of income.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A largely does support the view</b>, answers might refer to the fact that William of Saint-Calais is trying hard to keep control of some of his revenues from his bishopric and that William had clearly taken most of the bishop's income. However, the final sentence also suggests that the Church could provide a source of loyal service.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might comment that the author was very much on bishop William's side and felt the king had not treated him fairly (as the title of the work suggests).</li> <li>• <b>In discussing the historical context of Source A</b>, answers might refer to William being on trial for joining the 1088 conspiracy against William, despite earlier being one of his ministers, so William's interest might not be solely financial.</li> <li>• <b>In discussing how Source B partly supports the view</b>, answers might refer to the payments Robert had to make to the king, but also to William using the Church to provide for his ministers.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might comment that the chronicler was largely hostile to William and had been educated at Lincoln and as an archdeacon in the diocese of Lincoln, knew the bishop well.</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
	<ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that when William was ill, he became concerned for the state of his soul and repented of his sins and appointed Anselm, so he was not just interested in revenue from the Church, but also in spiritual benefits.</li> <li>• <b>In discussing how Source C mostly does not support the view</b>, answers might refer to William's insistence that the Church provide troops for the Welsh wars.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might argue that Eadmer's work generally favours Anselm, rather than the king, but does also suggest that a period of peace was expected when the king might reform the church, suggesting he was not wholly degenerate.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to William using the excuse of the quality of the troops to pursue a vendetta against Anselm and so having motives other than money.</li> <li>• <b>In discussing how Source D does support the view</b>, answers might refer to the fact that Ranulf Flambard was providing money for the king from the church in defiance of Church law.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might comment on the Chronicle being written by a monk whose language when describing Bishop Ranulf shows his hostility to Flambard for the latter's taxing the church so heavily and abusing church law.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might refer to the fact that Ranulf was, indeed, an extraordinarily effective tax collector and personally administered most of the</li> </ul>		



Question	Answer	Mark	Guidance
2*	<p>bishoprics William left vacant. He was an innovator, notably when he summoned the fyrd, relieved them of the money they had brought for the expenses of the war and then used it to hire mercenaries. Henry I won some easy popularity by imprisoning Flambard in 1100.</p> <p><b>Edward the Confessor lacked the leadership qualities needed by a king'. How far do you agree?</b></p> <p><b>In arguing that Edward lacked the qualities,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Edward was brought up in Normandy and was unfamiliar with English ways and even the English language.</li> <li>• <b>Answers might consider</b> that Edward was never able to undermine the control of the Godwins.</li> <li>• <b>Answers might argue</b> that Edward allowed the Godwins to dictate his choice of a wife.</li> <li>• <b>Answers might argue</b> that Edward had limited military experience and was more of a man of peace, while kings were expected to lead their armies.</li> <li>• <b>Answers may suggest</b> that Edward's provisions for the succession were confused and showed a lack of political finesse.</li> </ul> <p><b>In arguing that Edward had some of the necessary qualities,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might refer</b> to Edward's efforts to overthrow the Godwins in 1051-52 and his use his Norman connections to reduce their power.</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 extent to which Edward had the right qualities: but at level 4, may simply list events of the reign</li> <li>• At Level 5 and above there will be judgement as to how far Edward had kingly qualities.</li> <li>• At higher Levels candidates might establish criteria against which to judge the qualities a king needed.</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
3*	<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that rebuilding Westminster Abbey was a worthy project for a king.</li> <li>• <b>Answers might suggest</b> that allowing Harold to rule as <i>sub-regulus</i> was quite astute and maintained the peace.</li> <li>• <b>Answers might consider</b> that the administration and the raising of taxes were efficient.</li> <li>• <b>Answers might argue</b> that Edward thought he had settled the succession by naming Harold as his heir in 1066.</li> </ul> <p><b>How effectively had William I consolidated his power in England by 1070?</b></p> <p><b>In arguing that William had been effective,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that William had killed the majority of the ruling elite in Anglo-Saxon England at the Battle of Hastings.</li> <li>• <b>Answers might consider</b> that William was able to return to Normandy in 1067, leaving regents in charge of England.</li> <li>• <b>Answers might consider</b> that William imposed <i>murdrum</i> fines on areas which rebelled.</li> <li>• <b>Answers might suggest</b> that risings on the Welsh borders and in the west were put down, aided by the building of castles.</li> <li>• <b>Answers might argue</b> that by 1070 William had carried out the Harrying of the North and ended the rebellion of Hereward the Wake.</li> </ul> <p><b>In arguing that he had not been effective,</b></p>	20	<p>The indicative content lists features of the period studied that relate to the question set.</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 how effectively William consolidated his power; but at Level 4, may simply list his methods.</li> <li>• At Level 5 and above there will be judgement as to the relative effectiveness.</li> <li>• At higher levels candidates might establish criteria against which to judge effectiveness.</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 descriptions in the levels mark scheme.</li> </ul>

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Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• <b>Answers might suggest</b> that William's determination in dealing with rebellions was a factor.</li> <li>• <b>Answers might consider</b> that William was initially lenient as with Edwin and Morcar, but they then betrayed him.</li> <li>• <b>Answers might consider</b> that Gospatric and then Waltheof as earls of Northumbria did not stay loyal to William.</li> <li>• <b>Answers might argue</b> that there was continued English resentment of Norman rule.</li> <li>• <b>Answers might suggest</b> that the recurrent rebellions and the harsh measures William had to take to end them show his consolidation was far from complete.</li> </ul>		

APPENDIX 1 – this contains a generic mark scheme grid

	<i>A02: 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 generalised 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<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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