

## **GCE**

### **History A**

#### **Y102/01: Anglo-Saxon England and the Norman Conquest 1035-1107**

Advanced GCE

#### **2021 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.


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.

© OCR 2021

**Annotations**

<b>Annotation</b>	<b>Meaning of annotation</b>
<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

## 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 II failed in his attempts to defeat the Scots and the Welsh.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does not support the view</b>, answers might refer to the fact that Malcolm took advantage of William's absence in Normandy, but then the kings made peace.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might comment that Orderic Vitalis was writing in Normandy about events in his boyhood, but had access to a wide variety of sources.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might refer to the loss of William's fleet to shipwreck which weakened his bargaining position and explains why he could not cross the Firth of Forth.</li> <li>• <b>In discussing how Source B does not support the view</b>, answers might refer to that Malcolm invaded twice and was each time defeated, with both himself and his son and heir dying in the battle near the river Alne.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might comment that the chronicler was hostile to the ungodly William and had local knowledge about Scottish affairs.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that Malcolm was killed in 1093 when invading England again, being irritated at the way he had been treated at Gloucester. Hence the threat from Scotland was lessened</li> </ul>	30	<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 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>

		<p>especially as there were disputes over who should be the next king.</p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C does support the view</b>, answers might refer to the rising all across Wales and the losses which William suffered.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might argue that the monk shows some sympathy for the rebels.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the way the Welsh could seem to be vanquished but then rebelled again as soon as the English retreated.</li> <li>• <b>In discussing how Source D does support the view</b>, answers might refer to the fact that the Welsh made moves towards self-government, but that some Welsh did help William and he relied on castles to control the Welsh.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might comment on the Chronicle pointing out the limitations of William's position.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might refer to the fact that William was rarely in England for long enough at any one time to deal with the Welsh successfully.</li> </ul>		
--	--	--	--	--

2*		<p><b>‘The building of castles was the most effective method by which William I consolidated his power in England.’ How far do you agree?</b></p> <p><b>In arguing that castles were the most effective method:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that castles were built on strategic sites.</li> <li>• <b>Answers might consider</b> that castles would usually contain garrisons who could terrorise the local area.</li> <li>• <b>Answers might suggest</b> that arms could be stored in castles and so risings could be quickly dealt with.</li> <li>• <b>Answers might argue</b> that castles were a very visible sign of Norman power, especially in the case of the Tower of London.</li> </ul> <p><b>In arguing that other methods contributed more:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might suggest</b> that William’s determination in dealing with rebellions was a factor (e.g. the ‘harrying of the north’).</li> <li>• <b>Answers might consider</b> that William used a variety of methods to consolidate his power from force to persuasion.</li> <li>• <b>Answers might consider</b> that the feudal system gave William control of the Norman nobility and so consolidated his power.</li> <li>• <b>Answers might argue</b> that the support of the Church bolstered William’s power.</li> <li>• <b>Answers might suggest</b> that the length of the reign and the birth of three sons to secure the succession helped William.</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 ways in which William consolidated his power; but at Level 4, may simply list the ways.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the factors.</li> <li>• At higher levels candidates might establish criteria against which to judge the 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>
----	--	--	----	---

3*	<p><b>To what extent was the government of England changed under William I?</b></p> <p><b>In arguing that there was change,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that English earls and bishops were nearly all replaced during the reign, as William needed loyal administrators.</li> <li>• <b>Answers might consider</b> that there were some legal changes such as the <i>murdrum</i> fine and the use of trial by battle.</li> <li>• <b>Answers might argue</b> that the introduction of the forest law was a change.</li> <li>• <b>Answers might argue</b> that William appointed castellans to be in charge of his castles which was a change.</li> <li>• <b>Answers may suggest</b> that William used regents when he was in Normandy, which had not been necessary in Anglo-Saxon England.</li> <li>• <b>Answers could argue</b> that the revenues from feudal dues were something new.</li> </ul> <p><b>In arguing there was not much change,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might refer</b> to the continued advisory role of the great nobles.</li> <li>• <b>Answers might consider</b> that the royal household and the secretariat functioned much as before 1066.</li> <li>• <b>Answers might suggest</b> that taxation remained much the same, as it had been collected efficiently under Anglo-Saxon kings.</li> <li>• <b>Answers might</b> consider that the role of sheriffs in local government remained paramount.</li> <li>• <b>Answers might suggest</b> that the legal framework was basically unchanged.</li> </ul>	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 the extent of change: but at level 4, may simply list changes or the lack of change.</li> <li>• At Level 5 and above there will be judgement as to how much changed.</li> <li>• At higher Levels candidates might establish criteria against which to judge the extent of the changes.</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>
----	---	----	---

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.

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored