

**GCE**

**History A**

Unit **Y132/01**: Anglo-Saxon England and the Norman Conquest  
1035–1107

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2016**

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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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1. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	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

2. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.  
 3. Here is the mark scheme for this question paper.

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Use your knowledge of William II 'Rufus's' views about the Church to assess how useful Source A is as evidence for how he exploited the Church.</b></p> <p><b>In discussing how Source A is useful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that William was using vacancies in bishoprics and abbacies to increase his income by letting them for rent.</li> <li>• <b>Answers might consider</b> that the king was unwilling to appoint bishops and abbots, even for some of the most important dioceses.</li> <li>• <b>Answers might consider</b> that the Anglo-Saxon Chronicle was probably written by churchmen who were hostile to William.</li> <li>• <b>Answers might consider</b> that the facts in the Source about vacancies in bishoprics could easily be checked and so may well be reliable.</li> <li>• <b>Answers might refer to</b> William leaving the see of Canterbury vacant from 1089-93 and suggest his main interest in the Church was as a source of cash and much of his success against his brother stemmed from his greater financial resources.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the source, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
2	<p><b>Using these three sources in their historical context, assess how far they support the view that William II 'Rufus' saw the Church as an enemy.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the view,</b> candidates might refer to how the king used the resources of the Church as if they were his own and was generally very hostile.</li> <li>• <b>In discussing the provenance of Source A,</b> answers might comment that the writer was probably a churchman and so not likely to think kindly of William.</li> <li>• <b>In discussing the historical context of Source A,</b> answers might refer to William's renowned dislike of the Church but question how far this amounted to seeing it as an enemy.</li> <li>• <b>In discussing how Source B does not support the view,</b> candidates might refer to how William was not vindictive towards the monks at Durham and showed their prior respect.</li> <li>• <b>In discussing the provenance of Source B,</b> answers might comment on the source coming from a monk who was at Durham and well-placed to know what happened.</li> <li>• <b>In discussing the historical context of Source B,</b> answers might argue that the Source recognises that William could treat the monasteries as if they were enemies although he did not do so to Durham during the period when the bishop was in exile.</li> <li>• <b>In discussing how Source C supports the view,</b> candidates might refer to William's denunciation of the Pope and his determination to keep the Church under his own control.</li> <li>• <b>In discussing the provenance of Source C,</b> answers might argue that Eadmer was a close associate of Anselm and wrote his biography in glowing terms.</li> </ul>	20	<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>• 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/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source C,</b> answers might argue that William only appointed Anselm as archbishop as a result of a serious illness and that they were on such poor terms that William may well have perceived both Anselm and the Pope as enemies.</li> </ul>		
3*	<p><b>How far were the Godwins a problem for Edward the Confessor?</b></p> <p><b>In arguing that the Godwins were a problem</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the large part played by Godwin and his sons in government.</li> <li>• <b>Answers might consider</b> that the misdeeds of Swein, Godwin's son, caused a crisis at court.</li> <li>• <b>Answers might consider</b> that the hostility of Edward to the Godwins resulted in their overthrow in 1051, but that their popularity and power allowed their return in 1052 and dominance over Edward</li> </ul> <p><b>In arguing that the Godwins were not a major problem,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the contribution made by Godwin to ensuring the succession of Edward.</li> <li>• <b>Answers might consider</b> that as Edward was married to Edith, the daughter of Godwin, he did not see the Godwins as a threat.</li> <li>• <b>Answers might consider</b> that the Godwins needed Edward as they had no claim to the throne and so would not be a threat.</li> <li>• <b>Answers might consider</b> that Harold ruled as a 'sub-king' after 1053, helped by his brothers</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to how far the Godwins were a problem.</li> <li>• At higher levels candidates might establish criteria against which to judge the extent of the problem</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 mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
4*	<p><b>To what extent did the Norman Conquest change the government and administration of England?</b></p> <p><b>In arguing that there was extensive change,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the major personnel in government were all Normans by the end of William I's reign.</li> <li>• <b>Answers might consider</b> that William I introduced the Feudal System, which made the ruling classes richer and more powerful.</li> <li>• <b>Answers might refer to</b> the introduction of trial by battle and the 'murder fine' to the legal system.</li> <li>• <b>Answers might refer to</b> the setting up of more mints in remoter areas reflecting the greater control the Normans had over remoter areas.</li> </ul> <p><b>In arguing that there was not much change</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the continuation of the Anglo-Saxon chancery and the use of writs.</li> <li>• <b>Answers might consider</b> the continuation of the use of sheriffs in local government and the increase in their powers.</li> <li>• <b>Answers might suggest</b> that the Danegeld remained the major tax and that William took over the Anglo-Saxon mints together with the use of silver pennies of a standard weight.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the extent of change.</li> <li>• At higher Levels candidates might establish criteria against which to judge change.</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>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: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10]</b>
<b>Level 5</b> 9–10 marks	The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question.
<b>Level 4</b> 7–8 marks	The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed.
<b>Level 3</b> 5–6 marks	The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question.
<b>Level 2</b> 3–4 marks	The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question.
<b>Level 1</b> 1–2 marks	This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question.
0 marks	No evidence of understanding or reference to the source.

	<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 2: How far do the three sources support the view? [20]</b>
<b>Level 5</b> 17–20 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> 13–16 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> 9–12 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> 5–8 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> 1–4 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.

	<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 3 and 4: Essay [20]</b>
<b>Level 5</b> 17–20 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> 13–16 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> 9–12 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> 5–8 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> 1–4 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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