

GCE

History A

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

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2018

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

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

Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Use your knowledge of William II ‘Rufus’s’ attitude to the Church to assess how useful Source B is as evidence for how he exercised his power over the Church.</p> <ul style="list-style-type: none"> • In discussing how Source B is useful, answers might consider that William was able to prevent Anselm from going to Rome. • Answers might consider that the king had a history of being unwilling to recognise the authority of the pope. • Answers might argue that William was known for being hostile to the Church on many occasions, but here he seems to value Anselm. • Answers might refer to the context of disputes between the king and the pope and the general reluctance of English kings to acknowledge any superior, and that here Anselm gave in quite meekly, but at other times he did not. • Answers might consider that Eadmer was a close friend of Anselm’s and so likely to know how he felt. • Answers might consider that the quoting of the words of the king makes the source seem reliable. 	10	<ul style="list-style-type: none"> • No set answer is expected • 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 • 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 descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
2	<p>Using these three sources in their historical context, assess how far they support the view that William II ‘Rufus’ had a poor relationship with his leading clergy.</p> <ul style="list-style-type: none"> • In discussing how Source A does support the view, candidates might refer to the complaints made here by William of Saint-Calais that his property had been seized by the crown. • In discussing the provenance of Source A, answers might comment that the tract was written by a sympathiser, as its title suggests, and presents bishop William very much as a victim. • In discussing the historical context of Source A, answers might refer to the trial of William of Saint-Calais on the grounds that he had been part of a plot against William II which was the reason for the confiscation of his property. • In discussing how Source B does not support the view, candidates might refer to William’s apparent praise of Anselm as an upright person on whose advice he relied. But he still did not let him go to Rome as he wished. • In discussing the provenance of Source B, answers might comment on the source coming from a monk who was on Anselm’s side. However, as an eye-witness of many of these events he was reliable, although he wrote them up to justify Anselm’s stand. • In discussing the historical context of Source B, answers might argue that Anselm was in dispute with the king over some of the archbishopric’s lands which the king wanted for his knights. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement about the issue in the question. • To be valid judgements they must be supported by accurate and relevant material. • 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.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • In discussing how Source C supports the view, candidates might refer to Anselm's complaints about how little he could accomplish as archbishop because the king would not co-operate. • In discussing the provenance of Source C, answers might argue that the letter clearly takes Anselm's viewpoint, whereas it could be suggested that his obstinacy was as much to blame for the situation as William's demands. • In discussing the historical context of Source C, answers might argue that Anselm had left England and was writing en route to Rome, so was concerned to justify his position and present William as the villain. Indeed, the pope was prepared to excommunicate William as a result when Anselm arrived in Rome. 		

Section B

Question	Answer/Indicative content	Mark	Guidance
3*	<p>How far was Harold responsible for the outcome of the Battle of Hastings?</p> <ul style="list-style-type: none"> • In arguing that Harold was responsible, answers might consider that Harold made a serious error in giving battle so soon after Stamford Bridge. • Answers might consider that Harold had annoyed some of his supporters by not sharing out the spoil from that victory fairly and so they did not join him. • Answers might consider that Harold's tactics during the battle were faulty. • In arguing that other factors were vital, answers might consider Harold was unlucky in that the wind changed to allow William to cross the channel just when Harold was in the north. • Answers might consider that William was well-prepared and had gathered an impressive army. • Answers might consider that William's tactics were effective before the battle and ensured Harold fought. • Answers might consider that William led his forces very well and when Harold was killed his victory was secure. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to how far Harold was responsible. • At higher levels candidates might establish criteria against which to judge his responsibility. • To be valid judgements, claims must be supported by relevant and accurate material. If not they are assertions. • 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.

Question	Answer/Indicative content	Mark	Guidance
4*	<p>Assess how far taxation was the main reason why William I had the Domesday Book compiled?</p> <ul style="list-style-type: none"> • In arguing it was for taxation, answers might consider that the details of what was owned by whom would be useful in raising taxes. • Answers might consider that it would be easier to assess how much taxes could be raised if the king knew how much land his lords held. • Answers might refer to the problems facing William I with the possibility of invasion, which would require large resources to raise an army • In arguing that there were other motives candidates might consider that William needed to know who owned what and where so he could call on troops when he needed them • Answers might consider that there was uncertainty about land ownership and Domesday provided a secure title for the new owners • Answers might suggest that Domesday bolstered William's power as it made clear that all land came from the king • Answers might suggest that as the Book was organised under tenants-in-chief. William saw its main purpose as a feudal record which could be used to settle disputes over land holdings 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to whether there was change or continuity. • At higher Levels candidates might establish criteria against which to judge the extent of change. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.

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