

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 2025

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

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

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

Question			Answer	Mark	Guidance
1			‘William II’s actions in dealing with threats from Scotland and Wales were effective.’ Use the four sources in their historical context to assess how far they support this view. In discussing how Source A partly supports the view, answers may argue that an invasion indicates a lack of effectiveness, and the naval force was completely ineffective. However, the outcome was favourable to William and that shows effectiveness. In discussing the provenance of Source A, answers may suggest that the chronicle was written close to the period it describes but the reference to ‘our’ king suggests it was not impartial. In discussing the historical context of Source A, answers may refer to the fact Malcolm was married to an Anglo-Saxon wife so was hostile to the Normans and he took advantage of William’s absence in Normandy. However, the loss of the supply ships left the army short of food, so the eventual success is quite impressive. In discussing how Source B partly supports the view, answers may suggest that effectiveness is shown by the fact that Duncan, an ally of William II, was able to regain the Scottish throne with the help of an English and Norman army. Admittedly, Duncan as a hostage	30	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. - 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. - At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question. - 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	Mark	Guidance
			at William's court had little option but to swear fealty but nevertheless William was effective. • In discussing the provenance of Source B, answers may suggest that Simeon is quite even-handed in his assessment and, as a monk at Durham, was in a good position to know about what was happening in Scotland. • In discussing the historical context of Source B, answers may indicate that William II benefited from events in Scotland, such as the death of Malcolm, the later accession of Edgar (son of Malcolm) who had William's backing and the tensions within the country. • In discussing how Source C does not support the view, answers may suggest that the expedition was a complete failure, with William losing men and packhorses showing its lack of effectiveness, although the terrain and the weather were against the king. • In discussing the provenance of Source C, answers may suggest that William did his best to collect a range of sources before he began to write so can be relied on. Moreover, he was often hostile to William II, but here is less critical, with a reasonable excuse for failure. • In discussing the historical context of Source C, answers may refer to the resistance from Welsh princes to the Norman Conquest, the use		

Question			Answer	Mark	Guidance
			of castles to control the borders and the efforts of Norman Marcher Lords to push the Welsh back. • In discussing how Source D does not support the view, answers may argue that his ineffectiveness was shown by the extent of the Welsh revolt along the borders, the destruction of a castle and the impracticality of pursuing the rebels into the depths of Wales. • In discussing the provenance of Source D, answer may suggest that Henry used a variety of sources, including the Anglo-Saxon Chronicle, and, as an archdeacon with close ties to successive bishops of Lincoln, Henry was likely to be well-informed about events. • In discussing the historical context of Source D, answers may refer to the death of Roger of Montgomery in 1094, which removed a powerful Marcher lord and opened the way for a rebellion which broke out when William II was otherwise occupied so he could not quell it instantly. In the long-term, William never gained full control of Wales so remained largely ineffective there.		

Question			Answer	Mark	Guidance
2*			‘Harold’s response to the invasions of 1066 was effective.’ How far do you agree? In arguing that Harold’s response was effective, answers could suggest: • Harold reacted quickly to the invasion of Hardrada. • Harold won a decisive victory at Stamford Bridge. • Harold kept troops on the south coast ready to resist William’s fleet. • Harold responded rapidly to the Norman invasion. • Harold recruited an army with his housecarls as a crucial factor. In arguing that Harold’s response was not effective, answers could suggest that: • Harold was too eager to stop William ravaging his lands. • The speed of the march south tired his troops, already worn out by Stamford Bridge. • He did not wait for reinforcements and lacked archers. • As a result, he was at a disadvantage in the fighting, but also was outmanoeuvred by William.	20	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels, candidates will focus on weighing up the factors but at Level 4, may simply list events. • At Level 5 and above there will be judgement as to whether Harold’s response was effective or not. • At higher levels candidates might establish criteria against which to judge effectiveness. • 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 levels mark scheme.

Question			Answer	Mark	Guidance
			He was defeated and killed at Hastings with much of his army.		

Question			Answer	Mark	Guidance
3*			To what extent did rural and urban areas change under William I? In arguing that there was a great deal of change, answers might suggest: - In rural areas there was a change of landlord for many peasants. - Many Anglo-Saxon landowners lost their land or had their holdings severely reduced. - The number of slaves was reduced, partly as a result of pressure from the Church. - Many towns underwent considerable change when castles were built and houses destroyed. - Patterns of trade changed with more contact with Europe and less with Scandinavia. - Some towns grew as trading centres and administrative bases. In arguing that there was not much change, answers could suggest: - There was little change in the lives of peasants who were 90% of the population. - The administration of manors was largely unchanged as the system worked well.	20	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. - No set answer is expected. - At higher levels, candidates will focus on weighing up the extent of the threat but at Level 4, may simply list what happened. - At Level 5 and above there will be judgement as to whether there was a good deal of change or not. - 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 the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			- Towns remained as centres of trade, encouraged by the ruling elite who could charge taxes on trade. - William confirmed the customs of London to ensure its continued prosperity. - William continued to wear his crown at Winchester and built a new cathedral, so it remained a significant town, although it had some loss of status.		

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>
	Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section B, Questions 2 and 3: Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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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