

Advanced Subsidiary GCE

GCE HISTORY A

Unit F963: *British History Enquiries*

Option A: *Medieval and Early Modern 1066-1660*

Specimen Paper

F963 QP

Morning/Afternoon

Time: 1 hour 30 minutes

Additional Materials: Answer Booklet (...pages)



INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer book.
- Write your answers on the separate answer book provided.
- Answer **both sub-questions** from **one** Study Topic.

INFORMATION FOR CANDIDATES

- This paper contains questions on the following 3 Study Topics:
 - The Normans in England 1066-1100
 - Mid-Tudor Crises 1536-1569
 - The English Civil War and Interregnum 1637-1660
- The total mark for this paper is **100**.
- The number of marks is given in brackets [] at the end of each sub-question.
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure and argument, grammar, punctuation and spelling.
- The time permitted allows for reading the Sources in the one Option you have studied.
- In answering these questions, you are expected to use your knowledge of the topic to help you understand and interpret the Sources as well as to inform your answers.

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **8** printed pages.

Answer **One question**

Answer **both** sub-questions from the study topic you have chosen.

1 The Normans in England 1066-1100

Study the **five** Sources on Military Service in Norman England, and then answer **both** sub-questions. It is recommended that you spend two-thirds of your time in answering part **(b)**

(a) Study Sources A and D

Compare these Sources as evidence for the methods used to meet William I's military needs.

[30]

(b) Study all the Sources

Use your own knowledge to assess how far the sources support the interpretation that the success of William I's military organisation depended **primarily** upon the development of feudalism.

[70]

[Total: 100 marks]

Military Service in Norman England

Source A: William I summons knights for military service.

William, King of the English, to our trusted servant Aethelwig, Abbot of Evesham, greeting. I order you to summon all those who are subject to your jurisdiction that they bring before me at Clarendon all the knights that they owe me, duly equipped. You also on that day shall come to me, and bring with you fully equipped those five knights which you owe me as Abbot.

Writ issued by William I in 1072

Source B: A charter sets out the granting of land and the promises of services in return for that land.

Be it known that Peter, a knight of King William, will become the feudal man of Baldwin the abbot, by performing the ceremony of homage. He will do this by permission of the King with the consent of the monks, and in return for the service here stated, excepting always the fealty* which he owes to the King, the fief* having been properly received. Peter will serve on behalf of the Abbot within England with three or four knights at their own expense if he has been summoned by the King and the Abbot to be part of the feudal host. If the Knight Peter serves anywhere in England, it will be at his expense. But if he is summoned to serve outside England, it will be at the Abbot's expense.

* ['fealty' = an oath of loyalty sworn to a lord]

* ['fief' = land held of a lord in return for homage and services]

Charter of Baldwin, abbot of Bury St Edmunds in favour of Peter, a knight of King William, probably after 1072

Source C: A chronicler, who was born in England but became a monk in Normandy, describes the Norman settlement of England, as directed by William I, probably around 1070-72. He also refers to the Domesday Survey of 1086.

William I distributed the chief regions of England among his followers, and raised up even the lowest of his Norman dependents. He was not merely generous but lavish. He was not just the head of the royal household but one that was an army as well. Many received great revenues and estates. So foreigners were enriched with the wealth of England, while her own sons were driven into exile. King William carefully surveyed his whole Kingdom and had a careful description made of all its financial resources as they were in the time of King Edward the Confessor. He also allocated lands to knights in such a way that the kingdom should always have 60,000 knights, ready and at the King's command, whenever needed.

Orderic Vitalis, The Ecclesiastical History, written between 1125 and 1141

Source D: The author of Source C describes the response to serious rebellion in 1075.

William of Warenne and Richard of Clare, whom King William had appointed among his chief ministers during his absence from England, summoned the rebels to the King's court. They, however, scorned the summons and joined battle with the King's men. Without delay, William and Richard summoned the English fyrd and engaged in a hard-fought battle with the rebels. They won the field by God's help, and left their mark on all prisoners of whatever rank by cutting off their right foot. They pursued Ralph the Breton to his castle, but could not capture him. Then concentrating their forces, they besieged and attacked Norwich for three months. The army was daily strengthened by reinforcements.

Orderic Vitalis, The Ecclesiastical History, written between 1125 and 1141

Source E: A modern historian reviews the nature of military obligation and service in the reign of William I.

The feudal host of 5,000 knights produced by the establishment of King William's nobles in England was never sufficient for the defence of the realm. William was bound to supplement this and to fill that gap he used the military organisation already in England: the *fyrd* and local defence forces in the shires. He summoned English troops in 1068, 1073, 1075 and in 1079, to include service in Normandy. The military arrangements of pre-Conquest England were utilised by William the Conqueror while he was establishing the formal institutions of military feudalism in England.

D. C. Douglas, William the Conqueror (English Monarchs), Methuen Publishing Ltd, Dec 1964, ISBN 0413243206

2 Mid-Tudor Crises 1536-1569

Study the **five** Sources on Troubles during the Rule of Protector Somerset, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

(a) Study Sources **C** and **D**

Compare these Sources as evidence for the motivation of the rebels in 1549.

[30]

(b) Study all the Sources

Use your own knowledge to assess how far the sources support the interpretation that Protector Somerset's mistaken policies were the main cause of the instability in 1549.

[70]

[Total: 100 marks]

Troubles during the Rule of Protector Somerset

Source A: A Protestant preacher, who was chaplain to Protector Somerset, writes in 1547 or 1548 to condemn the evils of enclosure.

See how the rich men, and especially the sheep-dealers, oppress the King's subjects by devouring their common pastures with their sheep, so that the poor people are not able to keep a cow, but are likely to starve. Rich men show no pity and compassion towards poor people. Instead they buy up property and allow it to fall into ruin, so that many towns and villages are in decay. And the cause of all this wretchedness and beggary is the greedy gentlemen, who are sheep-dealers and graziers. Neither food nor cloth can be bought at reasonable prices. No wonder, since they have got all things into their hands, that poor men must either buy provisions at their price, or else miserably starve.

Thomas Becon, The Jewel of Joy, published in 1550

Source B: One of his closest advisers warns Somerset about the consequences of his policies towards the poor.

I told your Grace the truth, and was not believed. Well, now your Grace sees it, what says your Grace? The King's subjects out of all discipline, out of obedience, caring for neither Protector nor King, and much less for any inferior officer. And what is the cause? Your own leniency, your softness, your intention to be good to the poor. I know your good meaning and honest nature. But, I say, Sir, it is a great pity that your gentleness should be the cause of so great an evil as is now brought about in England by those rebels.

Sir William Paget, Letter to Somerset, 7 July 1549

Source C: The Venetian ambassador in England reports social and religious unrest, and the government's response.

There is news of major risings against the government in England, and that the King has retreated to a strong castle outside London. The cause of this is the common land, as the great landowners occupy the pastures of the poor people. The rebels also require the return of the Mass, together with the religion as it stood on the death of Henry VIII. The government, wishing to apply a remedy, put upwards of 500 persons to the sword, sparing neither women nor children.

Matteo Dandolo, letter to the Senate of Venice, 20 July 1549

Source D: Protector Somerset writes to a close advisor expressing his view of the rebels.

Some rebels wish to pull down enclosures and parks; some want to recover their common land; others pretend religion is their motive. A number would want to rule for a time, and do as gentlemen have done, and indeed all have a great hatred of gentlemen and regard them as their enemies. The ruffians among them, and the soldiers, who are the leaders, look for loot. So the rebellions are nothing other than a plague and a fury among the vilest and worst sort of men.

Protector Somerset, letter to Philip Hoby, 24 August 1549

Source E: A modern historian comments on the fall of Protector Somerset.

Somerset was the victim of a political coup in October 1549. The new regime blamed him for what had gone wrong in 1549, especially the bungled handling of the revolts which had allowed them to go on for so long. In fact, the policy which Somerset's government had adopted had been the work of the whole Council. Nevertheless, it is true that on occasion Somerset had gone against the advice of his councillors, sometimes with disastrous consequences. An example was the enclosure commissions of 1548 and 1549 which, as some councillors had predicted, caused rather than stopped the revolts.

M. Bush, Protector Somerset and the 1549 Rebellions, 2000, The English Historical Review Online, <http://her.oxfordjournals.org/>

3 The English Civil War and the Interregnum 1637-1660

Study the **five** Sources on Charles I and the Monarchy 1647–49, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

(a) Study Sources A and C

Compare these Sources as evidence for attitudes to the idea of the supreme power of the people.

[30]

(b) Study all the Sources

Use your own knowledge to assess how far the sources support the interpretation that hostility to monarchy was the main reason for the execution of Charles I.

[70]

[Total: 100 marks]
Paper Total [100]

Charles I and the Monarchy 1647–49

Source A: A Royalist writer attacks the Levellers in simple verse, exaggerating their hostility to monarchy and traditional authority.

No King, the Levellers do cry.
Let Charles impeached be;
And for his conscience let him die
When (hey boys) up we go we.
We'll have no ruler, lord, or peer,
Over us for to command:
We'll level all alike, we swear,
And kill those that withstand.
Bring forth the King, chop off his head
We will not rest satisfied
Till we upon his body do tread.

Marchamont Nedham, The Levellers Levell'd, December 1647

Source B: The New Model Army explains why it came to demand the trial of Charles I.

After the King's hard heart made him reject all the peace terms made to him by Parliament, including proposals from the army, he engineered a second Civil War by allying with the Scottish against us. Then we became convinced that God's purpose was to deal with the King as a man of blood. We regarded him and the monarchy as one of the ten horns of the Beast* which caused the shedding of the innocent blood of God's chosen people; so we petitioned our superior officers and Parliament to try the King for these crimes. Which accordingly by God's providence was brought to pass.

A Declaration of the English Army now in Scotland, 1 August 1650

*['ten horns of the Beast' = a reference in the Bible to one of the most important servants of the Devil]

Source C: Less than a month before the execution of Charles I, the House of Commons gives itself powers to govern and make laws without reference to the King or the House of Lords.

The Commons of England, in Parliament assembled, do declare:

- (i) that the people are, under God, the basis of all just power;
- (ii) that the Commons of England, in Parliament assembled, being chosen by, and representing the people, have the supreme power in this nation;
- (iii) whatever is declared as law, by the Commons, in Parliament assembled, has the force of law, without needing the agreement of the King or House of Lords.

Journal of the House of Commons, 4 January 1649

Source D: The wife of John Hutchinson, a Parliamentary officer who signed Charles I's death-warrant, gives an account of the King's trial in January 1649.

One thing was remarked about the King by many of the court. When he was charged with the blood spilt in the battles where he was present in person, and had caused it to be shed by his own command, he heard the charge with disdainful smiles and gestures. These seemed to express sorrow that all in the opposite party to himself were not killed. He declared in plain words that no man's blood spilt in this quarrel troubled him, except Strafford's. The gentlemen that were appointed his judges were compelled by their consciences to execute justice upon him.

Lucy Hutchinson, Memoirs of the Life of Colonel Hutchinson, written between 1664 and 1671

Source E: A modern historian comments on the events leading to the trial and execution of Charles I.

Even during the second Civil War, both Houses of Parliament were preparing for fresh talks with Charles I, and in September 1648 the Newport negotiations began. Pride's Purge was triggered by the Commons' vote on 5 December to continue negotiating with the King. Cromwell's conservative leanings are evident in his last effort, in late December, to persuade Charles to surrender all his powers; but when Charles refused, he dared go no further. Charles's execution on 30 January 1649 was necessary to some because he had blasphemed against God and marked himself as a man of blood. But for Cromwell, Ireton and many allies in the Commons, there were also practical reasons. Charles died because it was impossible to come to an agreement with him; and, in a monarchical state, settlement was impossible without him.

England in Conflict 1603-1660: Kingdom, Community, Commonwealth by Derek Hirst, Publisher: Hodder Arnold, 1999, ISBN 0340625015. Reproduced by permission of Edward Arnold (Publishers) Ltd

Copyright Acknowledgements:

Sources:

The Normans in England 1066-1100

Source E: D. C. Douglas, *William the Conqueror (English Monarchs)*, Methuen Publishing Ltd, Dec 1964, ISBN 0413243206

The Mid-Tudor Crisis 1536-1569

Source E: M. Bush, *Protector Somerset and the 1549 Rebellions*, 2000, *The English Historical Review Online*, <http://her.oxfordjournals.org/>

The English Civil War and Interregnum 1637-1660

Source E: *England in Conflict 1603-1660: Kingdom, Community, Commonwealth* by Derek Hirst, Publisher: Hodder Arnold, 1999, ISBN 0340625015. Reproduced by permission of Edward Arnold (Publishers) Ltd

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F963: *European and World History Period Studies*

Option A: *Medieval and Early Modern: 1066-1660*

Specimen Mark Scheme

The maximum mark for this paper is **100**.

SPECIMEN

AS UNIT F963 *British Historical Enquiries*

Maximum mark 100. 1 answer: 2 parts.

Question (a) Maximum mark 30

	A01a	A01b	AO2a
IA	6	8	16
IB	6	7	13-15
II	5	6	11-12
III	4	5	9-10
IV	3	4	7-8
V	2	3	5-6
VI	1	2	3-4
VII	0	0-1	0-2

Notes related to Question (a)

- (i) Allocate marks to the most appropriate level for each AO
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found
- (iii) Many answers will not fall at the same level for each AO

Question (b) Maximum mark 70

	A01a	A01b	AO2a	AO2b
IA	9-10	11-12	26-28	20
IB	8	9-10	23-25	17-19
II	7	8	20-22	14-16
III	6	6-7	17-19	11-13
IV	4-5	4-5	14-16	8-10
V	3	3	11-13	6-7
VI	2	2	5-10	3-5
VII	0-1	0-1	0-4	0-2

Notes related to Part B:

- (i) Contextual knowledge is not required in this answer.
- (ii) Allocate marks to the most appropriate level for each AO
- (iii) If several marks are available in a box, work from the top mark down until the best fit has been found
- (iv) Many answers will not be at the same level for each AO

Marking Grid for Question (a)

AOs	AO1a	AO1b	AO2a
Total for each question = 30	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied.	As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.
Level IA	<ul style="list-style-type: none"> • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly <p style="text-align: center;">6</p>	<ul style="list-style-type: none"> • Answer is consistently and relevantly analytical with developed comparison and judgement • Clear and accurate understanding of key concepts relevant to analysis and to the topic • Clear and accurate understanding of the significance of issues in their historical context <p style="text-align: center;">8</p>	<ul style="list-style-type: none"> • Response provides a focused comparison and/or contrast of both content and provenance • Evaluates qualities such as reliability, completeness, consistency, typicality, and especially utility, in relation to the question <p style="text-align: center;">16</p>
Level IB	<ul style="list-style-type: none"> • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly <p style="text-align: center;">6</p>	<ul style="list-style-type: none"> • Judgements are supported by appropriate references to both content and provenance • Very good level of understanding of key concepts • Clear and accurate understanding of the significance of issues in their historical context <p style="text-align: center;">7</p>	<ul style="list-style-type: none"> • Response provides an effective comparison and/or contrast of both content and provenance • Evaluates a range of qualities of authenticity, completeness, consistency, typicality and usefulness in relation to the question <p style="text-align: center;">13-15</p>
Level II	<ul style="list-style-type: none"> • Generally accurate use of historical terminology • Answer is structured and mostly coherent; writing is legible and communication is generally clear <p style="text-align: center;">5</p>	<ul style="list-style-type: none"> • Good attempt at explanation/analysis but uneven overall judgements • Mostly clear and accurate understanding of key concepts • Clear understanding of the significance of most relevant issues in their historical context <p style="text-align: center;">6</p>	<ul style="list-style-type: none"> • Provides a relevant comparison and/ or contrast of both content and provenance • Answer lacks completeness in evaluating most of the range of available criteria (eg. limited use of the introductions and/ or attributions) <p style="text-align: center;">11-12</p>

Level III	<ul style="list-style-type: none"> • Answer includes relevant historical terminology but this may not be extensive or always accurately used • Most of the answer is organised and structured; the answer is mostly legible and clearly communicated 	<ul style="list-style-type: none"> • A mixture of internal analysis and discussion of similarities and/or differences. A judgement is unlikely • Some/uneven understanding of many key concepts relevant to analysis and of many concepts relevant to the topic • Uneven understanding of the significance of most relevant issues in their historical context 	<ul style="list-style-type: none"> • Provides a comparison and/or contrast • Makes limited links with the sources by focusing too much on content or on provenance • The organisation is uneven, confining the comparison to the second half of the answer or simply to a concluding paragraph
Level IV	<ul style="list-style-type: none"> • There may be some evidence that is tangential or irrelevant • Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication 	<ul style="list-style-type: none"> • Mostly satisfactory understanding of key concepts • Mostly satisfactory explanation but some unlinked though relevant assertions, description / narrative • There is no judgement 	<ul style="list-style-type: none"> • Response attempts a comparison and/or contrast but the comment is largely sequential • Few points of comparative provenance or discussion of similarity/difference of content
Level V	<ul style="list-style-type: none"> • There may be inaccuracies and irrelevant material. • Some accurate use of relevant historical terminology but often inaccurate/ inappropriate use • Often unclear and disorganised sections; writing will often be clear if basic but there may be some illegibility and weak prose where the sense is not clear or obvious 	<ul style="list-style-type: none"> • General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic • General or weak understanding of the significance of most relevant issues in their historical context 	<ul style="list-style-type: none"> • Identifies some points of agreement and/or disagreement • The comparison and/or contrast is implicit • There is no judgement
Level VI	<ul style="list-style-type: none"> • There will be much irrelevance and inaccuracy • Answer may have little organisation or structure; weak use of English and poor organisation 	<ul style="list-style-type: none"> • Limited explanation but mainly description / narrative • Very little understanding of key concepts 	<ul style="list-style-type: none"> • Very weak commentary on one point of agreement/ disagreement • Sources may be paraphrased with no real attempt to compare and/or contrast
Level VII	<ul style="list-style-type: none"> • No understanding of the topic or of the question's requirements • Totally irrelevant answer • Very poor use of English 	<ul style="list-style-type: none"> • Weak explanation, and descriptive / narrative commentary on the sources • No understanding of key concepts 	<ul style="list-style-type: none"> • No attempt to provide a comparison and/or contrast • Sources are paraphrased or copied out

Marking Grid for Question (b)				
AOs	AO1a	AO1b	AO2a	AO2b
Total mark for the question = 70	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied.	As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.	Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.
Level IA	<ul style="list-style-type: none"> • Uses a wide range of accurate, detailed and relevant evidence • Accurate and confident use of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly <p style="text-align: center;">9-10</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of key concepts relevant to analysis and to the topic • Clear and accurate understanding of the significance of issues in their historical context • Answer is consistently and relevantly analytical with developed explanations leading to careful judgements <p style="text-align: center;">11-12</p>	<ul style="list-style-type: none"> • Excellent analysis and evaluation of all sources with high levels of discrimination • Analyses and evaluates the limitations of the sources and what is required to add to their completeness as a set <p style="text-align: center;">26-28</p>	<ul style="list-style-type: none"> • Excellent analysis and evaluation of the historical interpretation using all sources and own knowledge to reach a clear conclusion • Fully understands that the sources may either support or refute the interpretation <p style="text-align: center;">20</p>
Level IB	<ul style="list-style-type: none"> • Uses accurate, detailed and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; writes accurately and legibly <p style="text-align: center;">8</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of most key concepts relevant to analysis and to the topic • Clear understanding of the significance of issues in their historical context • Judgements are supported by appropriate references to both content and provenance <p style="text-align: center;">9-10</p>	<ul style="list-style-type: none"> • Focused analysis and evaluation of all sources with high levels of discrimination • Analyses and evaluates the limitations of the sources and what is required to add to their completeness as a set <p style="text-align: center;">23-25</p>	<ul style="list-style-type: none"> • Focused analysis and evaluation of the historical interpretation using all sources and own knowledge to reach a clear conclusion • Understands that the sources may either support or refute the interpretation <p style="text-align: center;">17-19</p>
Level II	<ul style="list-style-type: none"> • Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic • Generally accurate use of historical terminology • Answer is structured and mostly coherent; writing is legible and communication is generally clear <p style="text-align: center;">7</p>	<ul style="list-style-type: none"> • Mostly clear and accurate understanding of key concepts • Clear understanding of the significance of most relevant issues in their historical context. • Good attempt at explanation/ analysis but uneven overall judgements <p style="text-align: center;">8</p>	<ul style="list-style-type: none"> • Focused analysis and evaluation of most of the sources with good levels of discrimination • Analyses and evaluates some of the limitations of the sources and what is required to add to their completeness as a set <p style="text-align: center;">20-22</p>	<ul style="list-style-type: none"> • Focused analysis and evaluation of the historical interpretation using most of the sources and appropriate own knowledge to reach a clear conclusion • There may be some imbalance between discussion of the sources and use of external knowledge in evaluating the interpretation <p style="text-align: center;">14-16</p>

Level III	<ul style="list-style-type: none"> • Uses accurate and relevant evidence which demonstrates some command of the topic <i>but there may be some inaccuracy</i> • Answer includes relevant historical terminology but this may not be extensive or always accurately used • Most of the answer is organised and structured; the answer is mostly legible and clearly communicated <p style="text-align: center;">6</p>	<ul style="list-style-type: none"> • Shows a sound understanding of key concepts. • Sound awareness of the significance of issues in their historical context • Attempts an explanation/ analysis but overall judgement may be incomplete <p style="text-align: center;">6-7</p>	<ul style="list-style-type: none"> • Refers to most of the sources to illustrate an argument rather than analysing and evaluating their evidence • Aware of some of the sources' limitations either individually or as a set <p style="text-align: center;">17-19</p>	<ul style="list-style-type: none"> • Sound analysis and evaluation of the historical interpretation. • There may be some description and unevenness between use of own knowledge and use of sources • Answers which use the sources but no own knowledge in assessing the interpretation have a Level III ceiling <p style="text-align: center;">11-13</p>
Level IV	<ul style="list-style-type: none"> • There is deployment of relevant knowledge but level/ accuracy of detail will vary; there may be some evidence that is tangential or irrelevant • Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication <p style="text-align: center;">4-5</p>	<ul style="list-style-type: none"> • Mostly satisfactory understanding of key concepts • Some explanation but not always linked to the question • Assertions, description / narrative will characterise part of the answer <p style="text-align: center;">4-5</p>	<ul style="list-style-type: none"> • Sources are discussed sequentially • Considers some of the limitations of the sources; but may not establish a sense of different views <p style="text-align: center;">14-16</p>	<ul style="list-style-type: none"> • Some analysis and evaluation of the historical interpretation with increasing amounts of description • Response is more imbalanced than Level III in using sources and own knowledge • Answers that use own knowledge but make no use of the sources in assessing the interpretation have a Level IV ceiling <p style="text-align: center;">8-10</p>
Level V	<ul style="list-style-type: none"> • There is some relevant historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material • Some accurate use of relevant historical terminology but often inaccurate/ inappropriate use • Often unclear and disorganized sections; writing will often be basic and there may be some illegibility and weak prose where the sense is not clear or obvious <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic • General or weak understanding of the significance of most relevant issues in their historical context <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • Limited attempt to use the sources or discriminate between them; they are discussed sequentially • Sources will be used for reference and illustration of an argument <p style="text-align: center;">11-13</p>	<ul style="list-style-type: none"> • Mainly description with limited comment on the context of the question • Little effective analysis of how far the sources support the interpretation <p style="text-align: center;">6-7</p>

Level VI	<ul style="list-style-type: none"> • Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy • Answer may have little organisation or structure • Weak use of English and poor organisation <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Very little understanding of key concepts. • No explanation. • Assertion, description / narrative predominate <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Weak application of the sources to the question • Weak attempt at analysis <p style="text-align: center;">5-10</p>	<ul style="list-style-type: none"> • Weak contextual knowledge • Mainly description with weak evaluation of the historical interpretation <p style="text-align: center;">3-5</p>
Level VII	<ul style="list-style-type: none"> • No understanding of the topic or of the question's requirements; little relevant and accurate knowledge • Very fragmentary and disorganised response; very poor use of English and some incoherence <p style="text-align: center;">0-1</p>	<ul style="list-style-type: none"> • No understanding of key concepts • Weak explanation, assertion, description / narrative <p style="text-align: center;">0-1</p>	<ul style="list-style-type: none"> • Very weak application of the sources to the question • No attempt at analysis <p style="text-align: center;">0-4</p>	<ul style="list-style-type: none"> • Very weak attempt at evaluating the historical interpretation • Heavily descriptive • No contextual knowledge <p style="text-align: center;">0-2</p>

Question Number	Answer	Max Mark
1(a)	<p>The Normans in England 1066-1100</p> <p>Study Sources A and D Compare these Sources as evidence for the methods used to meet William I's military needs.</p> <p>Focus: Comparison of two Sources</p> <p>No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer.</p> <p>The provenances need comparison: Source A is a rather technical, legalistic, factual document; Source D comes from an author considered reliable and balanced in his opinions. The content of D suggests a stance favourable to the King and opposed to rebellion, seen as a sin; the content is more specific and example-based. Source D may be seen as the more useful of the two Sources, though the two together do straddle lay and ecclesiastical societies and show the range of military demands upon both. Source A presents a feudal summons while Source D features a mixture of Norman-French and Anglo-Saxon forces fighting the rebels of 1075. In Source A we have what is assumed to be a normal mode of ordering the arming and appearance of knights in service both of their lord and the king while Source D shows that more than feudal forces were used to deal with crises. Thus while Source A suggests the anticipated and standard means of creating an armed force to serve the king's needs, Source D reminds us that William and his deputies relied on a mixture of military components. The use of native English forces (<i>fyrð</i>) against Norman-French rebels in Source D is notable. Source A can be seen as a typical summons to give feudal service while D is typical in the sense of balanced response used to combat trouble in practice.</p>	[30]
1(b)	<p>Study all the Sources</p> <p>Use your own knowledge to assess how far the sources support the interpretation that the success of William I's military organisation depended primarily upon the development of feudalism.</p> <p><u>Focus: Judgement of the interpretation based on the set of Sources and own knowledge</u></p> <p>Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected.</p> <p>Candidates need to argue for and against the proposition, deploying a range of other factors in their evaluation. The use of 'primarily' demands a range of factors in assessment. The Sources can be grouped thus: A, B, parts of C and D and E all represent feudal dimensions; D and E</p>	

Question Number	Answer	Max Mark
1(b) cont'd	<p>present alternative factors. Source E provides a good overview as to different methods William used and the varied sources of his forces. Knight service, the deployment of the feudal host are mentioned but so, too, are other means of raising forces, not least native English forces. And those forces served outside England as well. Sources A and B provide details about feudal levies, the uses of knight service and features of military feudalism, with Source B particularly useful. Indeed, Source B can be cited as the type of normal feudal contract it is assumed existed for so many knights, settling on the land and bound closely to their immediate lords and their superior lord, the king. Parts of Source C can be so used particularly for the militarisation of the royal household and the likely disruption caused by such lavish granting of land, and there are clear links with Source E's content. But Source D points to the use of non-feudal forces (the English <i>fyrð</i>) and can be linked to similar points in Source E. Own knowledge can substantiate all this and provide details, too, of mercenaries being used from an early stage. Indeed, it is possible that the traditional concepts of a feudal army being the core of William's military success inside England were likeliest in reality only in the very early stages of the takeover period. In this respect, Source C is very useful, providing an overview of the tenurial and territorial changes effected c. 1070-2, linking well to the contents of Sources A and B. Source D then supplies a sense of outcome, an example of the deployment of forces against internal unrest. Own knowledge can support C and D: it is argued that, after suppressing serious English unrest, William I did make massive changes, to empower and enfeoff his Norman-French supporters, above all the greater men; there was unrest in 1075, put down by Norman-English forces. Source C also mentions the Domesday Survey and own knowledge can support that as a record of military service quotas, amongst other contents. Then again, there could have been longer-term planning in military areas. Mercenaries were used early on to supplement household knights. Source E says that William used a variety of forces while 'establishing the formal institutions of feudalism'. Own knowledge that can be used might include: William's decisive leadership, the place and value of castles, the extent of progressive Normanisation, the role of the Church, the tactics deployed by William on occasions of unrest or threat, the uses of naval forces and traditions of native English loyalism to their ruler. Sources A and B reflect a Norman perspective while Sources C and D are quite balanced in tone and content. Source E adds in a wider perspective. Successful candidates need to use such issues to assess whether William depended primarily on a developing feudalism or the resources at hand and the imposition of a castle based occupation.</p>	[70]

Question Number	Answer	Max Mark
2(a)	<p>Mid-Tudor Crises 1536-1569 Study Sources C and D</p> <p>Compare these Sources as evidence for the motivation of the rebels in 1549. <u>Focus: Comparison of two Sources.</u></p> <p>No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer.</p> <p>The Venetian ambassador in Source C sees the major reason for the troubles as opposition both to enclosure and to reformed religious ideas, but Somerset himself in Source D sees the reasons as more wide-ranging. Enclosure, it argues, was a major reason while religion is dismissed as a pretext, but class hostility, the wish to lord it as gentlemen, and the prospect of plunder are all also seen as important factors explaining the rebellions. The final sentence of Source D summarises Somerset's dismissive attitude to the rebels ('the vilest and worst sort of men' lines 19-20). The Venetian ambassador is a reliable and well-informed source. The additional motives in Source D, elaborated on in dismissive tone, are very much Somerset's attempt to divert blame from his own religious and economic policies.</p>	[30]
2(b)	<p>Study all the Sources</p> <p>Use your own knowledge to assess how far the sources support the interpretation that Protector Somerset's mistaken policies were the <u>main</u> cause of the instability in 1549. <u>Focus: Judgement of the interpretation based on the set of Sources and own knowledge.</u></p> <p>Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected.</p> <p>Source D provides some powerful evidence of Somerset's mistaken policies, although it also adds that some of his policies had been backed by the whole council. Source B provides the strongest evidence from the contemporary sources in this set for Somerset's personal responsibility for the instability in 1549, whilst the authorship of the letter provides a key element for evaluating the source. Source D, amplifying the remarks about enclosure in Sources A and C, suggests underlying, long-term economic grievances behind the rebellions (enclosure, depopulation, price inflation and poverty) which Somerset was trying to tackle through his agrarian commissions (Source E) - though in a manner that, as Source E points out, proved to be counter-productive. Source B mentions economic grievances but also sees conservative opposition to religious reforms as a factor, which of course lay behind disturbances in the South-</p>	

Question Number	Answer	Max Mark
2(b) cont'd	<p>West. Was Somerset's policy here 'mistaken' in its timing or its very nature (in other words, was the imposition of protestantism bound to produce rebellion or did Somerset move too far too fast)? Candidates are going to consider the significance of various issues in relation to the given factor, and many are likely to concentrate on considering the alternative possibility that it was economic problems and/or religious changes that was the main cause of instability in 1549. Within that, some may consider whether longer-term social/economic and/or religious 'problems' were more significant than more immediate factor(s).</p>	[70]
3(a)	<p>The English Civil War and the Interregnum 1637-1660</p> <p>Study Sources A and C</p> <p>Compare these Sources as evidence for attitudes to the idea of the supreme power of the people.</p> <p><u>Focus: Comparison of two Sources.</u></p> <p>No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer.</p> <p>Both assert the supreme power or sovereignty of the people, but they do so in different ways reflecting different political ideas. Source A is a satirical account of Leveller principles, and implies the sovereignty of all ('we'll level all alike') while stating opposition to monarchy and rule by social superiors ('lord or peer'). Candidates who question its veracity and observe that it mirrors royalist fears rather than Leveller opinion in 1647 should be well-rewarded. Source C is also a clear statement of the sovereignty of the people but, crucially, that sovereignty is vested in Parliament as the representative of the people; neither Lords nor the King can touch it. The concepts of political sovereignty are thus very different: a popular sovereignty in Source A as opposed to a parliamentary sovereignty (based on a very restricted franchise) in Source C.</p>	[30]
3(b)	<p>Study all the Sources</p> <p>Use your own knowledge to assess how far the sources support the interpretation that hostility to monarchy was the main reason for the execution of Charles I.</p> <p><u>Focus: Judgement of the interpretation based on the set of Sources and own knowledge.</u></p> <p>Successful answers will need to make use of all four Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected.</p>	

Question Number	Answer	Max Mark
3(b) cont'd	<p>Source A (albeit from a hostile witness) and Source C would seem to support this view; but other views emerge in Sources B and E: Charles I's unwillingness to negotiate in good faith in 1646-48, his part in causing the Second Civil War, and his identification with 'the man of blood' by the New Model Army which came to believe that his trial and execution was demanded by God. Stronger answers may draw a clear distinction between the person and the institution: Sources B and E emphasise the failings of this particular monarch rather than failings in the monarchy as an institution and some may develop that line to consider the personal responsibility of Charles I himself. Some may focus their consideration of the opposition to Charles in the person of Oliver Cromwell, looking at his reasons for supporting and even leading the call for the king's execution. Source E is useful here in distinguishing different reasons among the regicides: ideological or practical. Source D provides evidence of considerable hostility towards Charles I personally but not towards 'monarchy' as an institution. Good candidates should be able to make the distinction. The provenance of Source D provides an important tool for its evaluation as evidence. Candidates who interpret the question to be about the particular actions and personality of Charles I and seek to balance this by reference to faction at the time (Parliament, Army, etc.) can reach the bottom of Level I.</p>	[70]
	Paper Total:	[100]