



Oxford Cambridge and RSA

AS Level History A

Unit Y132

Anglo-Saxon England and the Norman Conquest 1035–1107

Sample Question Paper

Version 0.16

Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes



OCR supplied materials:

- 12 page Answer Booklet

Other materials required:

- None



First name											
Last name											
Centre number							Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions in Section A and **one** question in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

Section A

Norman England 1087–1107

Study the three sources and then answer **both** questions.

- 1 Use your knowledge of William II 'Rufus's consolidation of power to assess how useful Source A is as evidence for how William II 'Rufus' treated those who opposed him.

[10]

- 2 Using these three sources in their historical context, assess how far they support the view that William II 'Rufus' was totally ruthless in dealing with opposition to his rule.

[20]

Source A: The view of an English monk (who lived in Normandy) about how William II dealt with rebels.

He (the king) bided his time and waited for the right moment to take vengeance.

He punished some of the rebels with severe penalties and deliberately turned a blind eye to the guilt of others. He shrewdly spared the older barons, although the conspiracy had temporarily weakened their allegiance to him, out of love for his father whom they had served long and faithfully, and through respect for their grey hairs. In any case he knew that disease and speedy death would soon put an end to their activities. Consequently some of those who had gone furthest in their treachery obeyed him with all the more devotion in the years that followed and endeavoured to appease him with gifts and services and flattery.

Orderic Vitalis (1075–1142) Historia ecclesiastica

Source B: Part of an account, by a French poet, of the events leading to William II's death.

William Rufus, reigning over the land, and having a powerful army, conquered all his adversaries, so much so as to have brought all his foes under control. There was no one who dared in any way to murmur against his word or deeds. Ranulph, the bishop of Durham, was his especial adviser in affairs of state. Ranulph proved most cruel at taking property from the people, and being the most avaricious* and most abandoned of all men in the land, woefully oppressed the whole kingdom, and wrung it even to the drawing of blood.

*greedy

Peter of Blois (1135–1211) on William Rufus

Source C: Part of a narrative of key events during the reign of William II.

When the king understood all these matters and what treachery they were committing against him, he grew much disturbed in mind. Then he sent for Englishmen and explained his need to them and asked for their help, and promised them the best law that there had ever been in this country, and forbade every unjust tax, and granted the people their woods and hunting rights – but it did not last any time. But nevertheless the Englishmen came to the help of their liege lord the king. They marched towards Rochester and intended to capture Bishop Odo – they thought that if they had the one who had been the head of the plot they could the better get hold of all the rest.

Anglo-Saxon Chronicle (1042–1154)

Section B

Anglo–Saxon England and the Norman Conquest 1035–1087

Answer **ONE** question.

EITHER

3* 'Edward the Confessor was an effective monarch.' How far do you agree?

[20]

OR

4* 'The military capability of the Normans was the most important reason for their victory at the Battle of Hastings in 1066.' How far do you agree?

[20]

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Copyright Information:

Source A: Adapted from The Ecclesiastical History of England and Normandy, Ordericus Vitalis. Translated with notes and the introduction of Guizot by Thomas Forester, M. A. Vol. III. Henry G. Bohn, 1854. As found at: <https://archive.org/details/ecclesiasticalhi03ord>

Source B: Adapted from: Peter of Blois. Ingulf's Chronicle of the Abbey of Croyland with the Continuation of Peter of Blois.

Freely Available at: <http://www.fordham.edu/Halsall/source/blois1.asp>

Source C: Adapted from: Anglo-Saxon Chronicle, (1042–1154), by Swanton, M (2000), The Anglo-Saxon Chronicles, Orion Publishing, London UK. Reproduced with permission from The Orion Publishing Group.

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...day June 20XX – Morning/Afternoon

AS Level History A

Unit Y132 Anglo-Saxon England and the Norman Conquest 1035–1107

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 50

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 scoris 50% and 100% (traditional 50% 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 scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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 a tick to confirm that the work has been seen.
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 isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **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.**
If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
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:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<i>A02: 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: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10]
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section A, Question 2: How far do the three sources support the view? [20]
Level 5 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 the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.
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 3 and 4: Essay [20]
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.

Question	Answer	Marks	Guidance
1	<p>Use your knowledge of William II ‘Rufus’'s consolidation of power to assess how useful Source A is as evidence for how William II ‘Rufus’ treated those who opposed him.</p> <ul style="list-style-type: none"> • In discussing how Source A is useful, answers might consider that it mentions William II ‘Rufus’ could be severe to some, but spared the older barons. It also suggests that his punishments frightened some who therefore tried to appease him. • Answers might consider that Source A explains why he was kinder to the older barons as they had served his father loyally and that they would soon die anyway, suggesting he was not that lenient. • Answers might consider the provenance of Source A was written by a monk, and consider how William II ‘Rufus’'s treatment of the Church might have influenced the writing. • Answers might consider that although the monk was English he was living in Normandy and therefore might not have all the evidence from England available. • Answers might consider that William needed to be ruthless in dealing with rebels because of the position of his brother, Robert. Answers might consider that this was written by a chronicler who might not have had any reason to not record events as they were. 	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	Marks	Guidance
2	<p>Using these three sources in their historical context, assess how far they support the view that William II ‘Rufus’ was totally ruthless in dealing with opposition to his rule.</p> <ul style="list-style-type: none"> • In discussing how Source A partly supports the view, candidates might refer to the severe penalties that William imposed on the rebels, although the source also claims that William was more lenient towards the elderly traitors. • In discussing the provenance of Source A, answers might comment that it was written by an English monk who had lived in France. Vitalis enjoyed chronicling events and does not appear to have had a particular agenda when doing so. • In discussing the historical context of Source A, answers might argue that although A argues William could be ruthless in his treatment of rebels he was also pragmatic and needed to deal with an alliance of leading magnates who wished to back Robert’s (William’s brother) claim to the English throne. • In discussing how Source B implicitly supports the view, candidates might state that Ranulph must have been operating under the instructions of William.’ • In discussing the provenance of Source B, answers might refer to this being written by a French statesman and poet who was prone to using poetic licence and who was critical of English morality. 	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 descriptions in the levels mark scheme.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • In discussing the historical context of Source B, answers might argue that although Source B argues that it was Ranulph, acting as William’s adviser, who was behaving ruthlessly, Ranulph was generally hated for being corrupt. • In discussing how Source C does not support the view, candidates might refer to William dealing with potential rebels through reform and appeasement rather than violence. • In discussing the provenance of Source C, answers might comment on the fact that the Anglo–Saxon Chronicle is one of the key narrative sources for the period but one which went through many revisions. • In discussing the historical context of Source C, answers might argue that although Source C argues William used diplomacy to gain support to defeat Odo, ultimately he needed to ensure his uncle would be banished and disinherited if he was to be successful in reuniting Normandy and England. 		

Question	Answer	Marks	Guidance
3*	<p>‘Edward the Confessor was an effective monarch.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that Edward was an effective monarch, answers may match Edwards achievements against his aims and the challenges he faced. • Answers might consider that Edward was effective, as he was able to secure the throne and that his subsequent rule showed his capabilities in exercising power, the conduct of government, the raising of taxation, the maintenance of law and order, his military abilities and his management of the succession. • Answers might consider that Edward was effective in his ability to control the Godwin family, although this might be balanced against his inability to enforce their exile. • Answers might consider that Edward may have deliberately failed to produce an heir and designated William as his successor in order to limit the power of the Godwin family. • In arguing that Edward was not so effective, answers might emphasise that he was never totally free from the influence of the Godwin family. • Answers might consider the succession crisis and how far that reflected Edward’s inability to rule the country. • Answers might consider Edward’s relationship with the Church, his piety and artistic interests; and whether they detracted from his ability to rule. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement. • At higher levels candidates might establish criteria against which to judge the effectiveness of Edward as a monarch. • 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.

Question	Answer	Marks	Guidance
4*	<p>‘The military capability of the Normans was the most important reason for their victory at the Battle of Hastings in 1066.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that the Normans won the Battle of Hasting due to their superior military strength, answers might consider the strategy, tactics and resources that they deployed. • Answers might consider the importance of William’s tactics, particularly the feigned retreat and its use in breaking the Saxon shield wall. • Answers might consider William’s military strength (numbers of troops, the type of troops and his use of them, particularly his use of the cavalry). • Answers might consider the preparations of the two sides; William had organised a strong force and had secured papal support and, from areas of France, whereas the system of military service in England, which limited men to 40 days, ensured that Harold faced William with a weaker force. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher levels candidates might establish criteria against which to judge the importance of the reasons. • 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.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • In arguing that other factors explain the Norman victory, answers might consider the weaknesses of Harold as a military leader and the factor of chance. • Answers might consider the weakened Saxon force and their reliance, following Stamford Bridge, on a significant number of untrained soldiers. • Answers might suggest that Harold's mistakes were pivotal; there might be mention of the haste with which he returned south, his failure to gather reinforcements at London and the decision to attack immediately he reached Senlac Hill. 		

Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1		10		10
2		20		20
3/4	20			20
Totals	20	30		50

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Summary of updates

Date	Version	Change
November 2020	0.16	Updated copyright acknowledgements.