



Level 1/2 Certificate Applied History

Unit **B951**: Medieval History

Mark Scheme for June 2015

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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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Subject specific instructions for this question paper

Responses are marked using the specified grid covering the 5 bands.

| | |
|---------|-------|
| Band 5: | 44-50 |
| Band 4: | 34-43 |
| Band 3: | 24-33 |
| Band 2: | 13-23 |
| Band 1: | 0-12 |

Candidates should be assessed using the best fit model into one of the 5 bands. These are provided in APPENDIX 1 below.

ASSESSMENT GRID:

The accompanying exemplification can help corroborate the choice of band. These bands have been devised to reflect the relative weighting of the objectives – ie:

AO1: 20 marks

AO2: 16 marks

AO3: 14 marks.

Factors determining where a response will be placed include:

- How secure the response is within the band particularly in relation to the assessment objectives
- The quality of written communication – clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling.

ASSESSMENT OF WRITTEN COMMUNICATION

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling. The quality of candidates' written communication will be assessed in part (c) of the structured essay questions (i.e. once in the Development Study and once in the Depth Study). In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a band.

The following points should be remembered:

- Answers are placed in the appropriate band using the normal criteria, i.e. no reference is made at this stage to the quality of the written communication
- The quality of written communication must never be used to move an answer from the mark band of one band to another
- Candidates already placed at the top of a band cannot receive any credit for the quality of their written communication; candidates already placed at the bottom of the band cannot receive any penalty for the quality of their written communication
- Assessing the quality of written communication should be approached in a positive manner. It should be remembered that candidates whose written communications skills are poor have probably already been penalised in the sense that they will have been unable to show in writing their true understanding.

APPENDIX 1 – this contains a generic mark scheme grid

| BAND 5: 44–50 marks |
|--|
| <ul style="list-style-type: none">• Candidates select a wide range of relevant information and organise and deploy it effectively to demonstrate a clear understanding of the significance of key features, events, individuals and situations within their broad historical context.• They produce fully developed, reasoned and supported analyses, explanations, arguments and conclusions. They thoroughly analyse, as a central feature of the work, diversity and interrelationships in the periods, societies and situations studied, making clear and explicit comparisons between different periods, societies and situations.• They critically evaluate and use a wide range of sources of information in their historical context to investigate and to reach effectively reasoned and supported conclusions.• They show a clear understanding of how and why events, people and issues have been interpreted and represented in different ways and comment effectively on the validity of such interpretations and representations. |
| BAND 4: 34–43 marks |
| <ul style="list-style-type: none">• Candidates select a moderate range of relevant information and organise and deploy most of it effectively to demonstrate an understanding of the significance of key features, events, individuals and situations within their broad historical context.• They produce moderately developed, reasoned and supported analyses, explanations, arguments and conclusions.• They provide some analysis of diversity and interrelationships in the periods, societies and situations studied, making some relevant comparisons between different periods, societies and situations.• They evaluate, with some critical insight, and use a moderate range of sources of information in their historical context to investigate and to reach some reasoned and supported conclusions.• They show a sound understanding of how and why events, people and issues have been interpreted and represented in different ways, with some comment on the validity of such interpretations and representations. |

BAND 3: 24–33 marks

- Candidates select some relevant information and organise and deploy it to demonstrate some understanding of the significance of key features, events, individuals and situations within their broad historical context.
- They produce structured descriptions and explanations, with some understanding of causes, consequences and changes. They consider diversity and interrelationships in the periods, societies and situations studied, and attempt comparisons between different periods, societies and situations.
- They evaluate, with limited critical insight, some sources of information in their historical context and use it to support conclusions.
- They show some understanding of how and why events, people and issues have been interpreted and represented in different ways.

BAND 2: 13–23 marks

- Candidates select a limited amount of relevant information and organise and deploy it to demonstrate a limited understanding of the significance of key features, events, individuals and situations within their broad historical context.
- They identify and describe some causes, consequences and changes.
- They use sources, largely uncritically, to reach some conclusions.
- They identify different ways in which events, people and issues have been interpreted and represented and show some awareness of the reasons for the differences.

BAND 1: 0–12 marks

- Candidates select and organise a limited amount of information but it will often have limited relevance and will often not be deployed relevantly. They describe a few key features, events, individuals and situations.
- They identify a few causes, consequences and changes.
- They use sources of information at face value and can extract relevant information for a given purpose.
- They may identify superficial differences in the way events, people and issues have been interpreted and represented.

APPENDIX 2 – this section contains additional subject specific information**EXEMPLIFICATION/MARKING GUIDANCE IN ASSISTING THE APPLICATION OF THE MARK SCHEME**

This guidance is to support the decision about the band selected as the “best fit” for a particular response for either option.

BAND 5 (44-50 marks):

Responses in this band are likely to have identified a range of relevant themes and aspects related to success providing some width and balance across the two comparators. The issues discussed will include many of the important areas for the societies/monarchs. Some clear and valid criteria will be made to organise the discussion about key words in the title such as “defeat” and “enemies” or “ordinary people/barons”. Clear judgements will be made about the “defeat” or “relationship” aspect so that valid comparisons are explicit. Sources and/or interpretations as well as telling knowledge will have been used to support the argument. There is likely to be an effective conclusion which, along with the judgements and assessments made, will follow logically from the evidence provided. The response will be well targeted and cohesive and a number of finer nuances recognised.

BAND 4 (34-43 marks):

Responses in this band are likely to contain a significant amount of coherent discussion and direct comparison made between the two societies/monarchs. There will probably be a judicious choice of relevant knowledge, sources and/or interpretations to support a clear argument. There will be a good balance across Vikings/Normans or John/Edward I and coverage of a number of different elements related to success/defeat or relationship issues.. Background contextual knowledge or superfluous material will probably be limited although there will be a good broad understanding of the issues associated with the question. Most judgements will be substantiated and some of the nuances recognised.

BAND 3 (24-33 marks):

Responses in this band should make some direct comparison between Vikings and Normans or John and Edward I in relation to the “defeat of enemies” or “better relations” aspects. This comparison is likely to be limited, eg. to the conclusion or occasional judgements. Many of the comparisons are likely to be polarised (although there is likely to be a reasonable understanding of the question) and a sizeable amount of the response may be descriptive such as the nature of conflict or the events associated with the ordinary people and barons rather than give explanations – although some explanation should be expected in this band. Much of the information selected will be pertinent to the question and there is likely to be a reasonable balance across the two comparators. There may be some use of sources and/or interpretations that add to the argument but this is likely to be limited and could be rather mechanistic.

BAND 2 (13-23 marks):

Responses in this band could well be characterised by a number of relevant points grouped around the main elements in the question but they are likely to be heavily descriptive and lacking much analysis. Societies or monarchs will have received some coverage but the comparators are likely to have been kept rather separate except perhaps in the conclusion. Sources and/or interpretations may have been incorporated but rarely or never used to support the argument. Many of the points made will be relevant to the question but the relevance may be implicit and evaluation will probably be very limited. The response will lack any depth of understanding. There may be a sizeable amount of superfluous or tangential material. There may be some attempt at explaining things especially in generalised terms but expect a fair amount of reconstruction in this band.

BAND 1 (0-12 marks):

Responses here could be characterised by brief, unbalanced answers where some points use relevant information but these hardly ever hang together to provide any coherence and no real argument. Much of the material is likely to be tangential or irrelevant. There may be thinness with at least one of the societies or monarchs and there is unlikely to be any attempt to compare beyond the most superficial level. There may be factual errors and almost inevitably simplistic understanding. Sources and/or interpretations are unlikely to have been considered. There will probably not be a meaningful conclusion but, if one exists, it may well be heavily divorced from the rest of the answer. Explanation is likely to be non-existent.

SPECIFIC GUIDANCE FOR EACH OPTION

- **Option 1:** Raiders and Invaders: The British Isles c.400-c.1100

“The Vikings were more successful at defeating their enemies than the Normans were””

Credit coverage of raids and incursions as well as more formal warfare, eg. against Alfred and other kingdoms.

Allow some discussion on how they managed to control their respective kingdoms, eg. Danelaw and how effectively they dealt with rebellion and resistance, eg. Hereward especially if they cover how secure their kingdoms were.

Credit information on the success of their organisation and fighting methods.

Enemies can be interpreted widely, eg. domestic or foreign but should relate to some form of physical contact rather than relationships with various groups.

Little or no credit should be given for contextual background, eg. where the Vikings came from and where they settled.

Do not reward accounts of their systems and structures unless this is linked directly to establishing control against their opponents, eg. Danegeld, feudal system,

Credit sources and interpretations used to support the argument but not those that are not related directly to the question.

- **Option 2:** Power and Control: Kingship in the Middle Ages c.1100-c. 1500.

“Both King John and King Edward I got on better with the ordinary people than they did with the barons”.

Interpret ordinary people broadly, eg. in Wales, Scotland, Jews and churchmen.

Credit any issues that impacted on ordinary people such as taxes, the fairness of law and order, upsetting the Church which was important to ordinary people, the popularity of the expulsion of the Jews.

Accept answers that focus on how badly rather than how well.

Little or no credit should be given for contextual background, eg. what they inherited or details of their personalities or criteria for measuring the success of the monarchy unless this is connected directly to their question..

Credit sources and interpretations used to support the argument but not those that are not related directly to the question.

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