



General Certificate of Education

AS History 1041

Unit 2: HIS2A

Conqueror and Conquest, c1060–1087

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

Specimen Mark Scheme for examinations in June 2010 onwards

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2A: Conqueror and Conquest, c1060–1087

Question 1

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to William's treatment of those who opposed him. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	10-12

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates will need to identify differences between the views of the two sources, for example:

- Source B shows William acting far more violently in his response than does Source A, which mentions a degree of leniency in his reactions.

To address 'how far' candidates should also indicate some similarity between the sources, for example:

- there is some degree of agreement as William 'ravaged' the land of the Welsh (Source A)

- there is some room here to comment from own knowledge that William's reactions might seem to be commensurate to the degree of threat perceived, and that no other rebellion was treated as harshly as that in the North, in which case his reactions are the same throughout both extracts.

Question 1

02 Use **Sources A, B** and **C** and your own knowledge.

How far was the failure of rebellions in England, in the years 1068 to 1072, due to lack of unity? (24 marks)

Target: AO1(b), AO2(a), AO2(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

L2: Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**

L3: Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

L4: Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

L5: Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing points which suggest that it was the failure or inability of the English to make a common cause to get rid of William as king, against other points such as the degree of Norman military superiority. All three sources provide references to this range and candidates should use the sources as evidence in their answer.

The sources indicate a range of reasons for the failure of English rebellion and these points can be expanded on with further examples from own knowledge and judgement reached.

- Ednoth (an Englishman in charge of the local fyrd) opposed Harold's sons and was killed for defending the interests of the king (Source A). Once William had been crowned and anointed, there were many Englishmen who served him as the rightful king and Harold's memory seemed to evoke no widespread desire for revenge. There was little local support for his sons and they relied on the Danes of Dublin to provide forces. This source also mentions that Edwin was killed by his own men. The brothers had made peace with William to protect their own interests and rebelled due to personal grievances rather than any sense of patriotism. Their cause was obviously not shared by all those they led. A major problem was that most of the prominent Englishmen who might have organised a fight back had been killed at Hastings.
- A further problem was the unreliability of allies – the Scots and the Danes – who made treaties with William for their own purposes (Sources A and C) abandoning their English allies both politically and physically (Source B and C). The Danes were mainly interested in plunder and William made an agreement to allow this to buy them off. Malcolm Canmore's interests were territorial and it was William's threatening advance towards Scotland after underlining his ruthlessness across the winter of 1069–70 that convinced Malcolm it was more sensible to come to terms, which he did in the Treaty of Abernethy.
- The effectiveness of William's military response was strengthened by this inability to mount a sustained challenge to his rule. The rebellion was sporadic (Sources A and C). This occurred in both time and area. The nearest the English came to a concerted attack was the Northern Rebellion and William proved to be far more militarily adept, marching swiftly northwards even through the winter. Nor were opportunities pursued and English forces or their allies or surrendered (Sources A and C). Much of this was due to the fact that they differed in their purposes, protesting as individuals over loss of estates (Source C) or against taxation (Exeter) rather than uniting to overthrow him. William's use of castles (Source C), lightning marches (Sources B and C), sieges (Sources A and C) and the severity of his response (Sources A and C) underlined his military dominance.

Question 2

03 Explain why William introduced castles into England. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

- Reasons here include the role of the castle to maintain and extend the conquest – defending frontiers and establishing control in areas of strategic importance, both offensively and defensively
- the dates of their siting indicate progress made in the conquest between the 1060s and the 1080s
- other points to be considered are their role in colonisation, as residences and administrative centres, as well as acting as police posts and barracks.

To reach the higher levels, candidates will need to show the interrelationship of the reasons given. The best answers will balance out these factors, pointing out that they were the outward and visible signs of Norman domination and their psychological impact is attested to by the chroniclers and that William's control of them through the appointment of royal castellans helped to subject and exploit the conquered lands.

Question 2

- 04** 'William's reign was a period of major change in the government and administration of England.'
Explain why you agree or disagree with this statement. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing points which agree with the view that change outweighed continuity in order to arrive at a reasoned judgement.

Points that agree might include:

- there were changes in administrative personnel to reflect the nature of the conquest; in both the household and the shrievalities, where the new incumbents did wield more power than their English predecessors, as they were also often castellans
- although shire and hundred courts continued, the laws and customs were usually a blend, though trial by battle and the murdrum fine were added to protect Normans. The introduction of the system of military feudalism meant adding another layer to the judicial system with the creation of the different levels of feudal court, honorial and manorial.

Points that disagree might include:

- other native administrators such as reeves and geld collectors were retained however, and the Norman administration used English procedures as is shown in the Domesday Book
- William also adopted the chancery and the use of writs, the language of which was not changed from English until after 1070
- in finance, the king took control of the royal mints and continued to levy the Danegeld which was a lucrative source of income along with the profits of justice
- as William stressed he was the heir to Edward the Confessor, there were no great changes in the functions of kingship, nor was the role of the household greatly altered.

Good answers are likely to conclude that overall, government remained based on traditional procedures and customs but was enforced with the energy and purpose inspired by the circumstances of the conquest. He took over a wealthy, well-ordered and sophisticated government and it was this, along with the desire for stability that led to a high degree of continuity.

Question 3

- 05** Explain why William received the support of the pope for his invasion of England in 1066. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may

not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

- The practice of paying Peter's Pence had been discontinued by the English and William promised to restore this
- he promised to reform the Church in England which had a reputation for being corrupt, mainly due to Stigand. He had been appointed as archbishop of Canterbury while still bishop of Winchester, making him a pluralist. He had also been appointed while the incumbent of Canterbury, Robert of Jumieges, was still alive, making his elevation illegal. As a result of this, he had been excommunicated by a record three popes
- as a direct follow on from this, William's case hinged on the purported fact that Harold had been crowned by Stigand – a point mentioned only in the Norman sources. This made Harold's coronation illegal
- when the breaking of the oath made by Harold to William was added to this, Harold became 'a perjured usurper fraudulently crowned' (Barlow) and William could also point to his own nomination by Edward.

To reach the higher levels, candidates will need to show the interrelationship of the reasons given:

- William had a reputation for piety and had undertaken reform in the Norman Church so there would be a degree of trust between him and the papacy on the issues involved.

Question 3

06 'William's policy towards the Church in England was mainly one of reform.'
Explain why you agree or disagree with this statement. **(24 marks)**

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing points which agree with the view that to William, the religious aspects outweighed the political ones in order to arrive at a reasoned judgement.

Points that disagree might include:

- Normanisation was used to replace Englishmen in high positions and strengthen his control over the country
- the siting of the new dioceses was more a strategic move to ensure military security than an attempt to make sure that the urban population was ministered to
- William extended his royal authority through the canons of the Council of Lillebonne, which limited papal control over the English Church
- this was further underlined by the existence of the Primacy of Canterbury and the creation of church courts
- his control of elections and presence at church councils ensured he got his way
- the placing of the Church within the feudal system left it open to later exploitation at the expense of its spirituality.

Points that agree might include:

- the English Church did benefit materially with the building of new cathedrals and their siting in centres of population
- spiritually the Church was brought into the context of the continental reform movement, abbots were appointed to enforce discipline in the monasteries, the practice of holding

church councils was adhered to and decrees relating to corrupt elements came from these to be enforced by William's new episcopacy

- he appointed a noted reformer as archbishop of Canterbury in Lanfranc, who improved organisation, particularly in the monastic church
- prelates such as Stigand who had been accused of abuses were removed.

Good answers will possibly conclude that the Church did benefit both materially and spiritually from the changes made, though perhaps indirectly rather than purposefully. Many of William's actions were politically motivated in order to strengthen and retain control in England after the conquest.