



**General Certificate of Education  
June 2012**

**AS History 1041**

**HIS2A**

**Unit 2A**

**Conqueror and Conquest, c1060–1087**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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)**

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**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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

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June 2012

**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 the causes of unrest in the years 1067 to 1072. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

	Nothing written worthy of credit.	<b>0</b>
<b>L1:</b>	Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b>	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.	<b>3-6</b>
<b>L3:</b>	Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b>	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.	<b>10-12</b>

**Indicative content**

**Note: This content is not prescriptive and students 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 levels scheme.**

Students will need to identify differences between the views of the two sources. For example:

- Source A takes the view that problems were caused by endemic disorder in the North and on the Welsh border rather than specific opposition to the Norman occupation whilst Source B mentions the effects of the conquest
- Source A also takes the view that there was no precise royal policy that caused disorder whilst Source B mentions the problems caused by taxation
- Source A also mentions that it was not only the native English who were involved in action against the king, whilst Source B concentrates on the citizens of Exeter only.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the North was not affected as early as the south and actual opposition to the Normans themselves took time to build as the conquest advanced
- problems were not just among the English. William's supporters who felt they had not received what was due to them also caused problems in 1067 and again in 1075
- the existence of the Danelaw and the situation on the Welsh borders caused problems for previous English kings also due to the desire for independence from any centralised control
- Source B focuses on one particular rebellion whereas Source A takes more of an overview.

To address 'how far', students should also indicate some similarity between the sources. For example:

- both sources state that the loss of land was a factor in rebellion
- they also both mention that some loyalty to Harold's family might have played a part.

In making a judgement about the degree of difference, students may conclude that the difference is mainly explained away by change through time and the two sources are quite similar in their view of William's position in regard to Wales.

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**Question 1****02** Use **Sources A, B and C** and your own knowledge.

How important was Norman oppression in bringing about the failure of rebellions in the years 1067 to 1075? (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 students 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.**

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Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A**  
The situation in the North was a major threat to William given the lack of Norman settlement, the scope of foreign intervention and its warlike attitudes. This could explain the nature of his response 1069–70. In addition, the absence of a single leader and a focus for rebellion was lacking.
- **Source B**  
The disinheritance of English lords  
The harshness of taxation  
William treated the citizens of Exeter leniently and the west and south-west were to support the king against invasion.
- **Source C**  
There was a lack of leadership and coordination which weakened the risings and made them easy to deal with.

From students' own knowledge:

Factors suggesting reasons for the effectiveness of William's brutality might include:

- his policy during the Harrying of the North when the entire infrastructure of the region was destroyed for a generation
- the building of castles in strategic areas to control the population
- his execution of Waltheof after the rebellion of the earls in 1075 compared to the treatment given to Ralph and Roger, even though his part was never proved.

Factors suggesting other reasons for the lack of success might include:

- the lack of reliable allies. The Scots followed their own agenda as did the Danes and little effective support was received
- lack of military organisation. The guerrilla warfare the English were forced to use due to lack of bases was not effective in the long term given the swiftness of Norman response due to the use of cavalry and castles. The rebellion of 1075 showed little precise military planning, as did that of 1069 in spite of the potential threat of each
- William sometimes reconciled with former insurgents such as Edric and Hereward.

Good answers may conclude that the failure of rebellion was due to an inability on the part of the insurgents to unite effectively against a more effective military force.



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**Question 2**

**03** Explain why Harold Godwinson fought the battle of Stamford Bridge. (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 students 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.**

Answers should include a range of reasons as to why Harold was placed in this situation in the lead up to the Norman invasion.

Students might include some of the following factors:

- Harald Hardrada had some claim to the English throne which he was prepared to pursue through military conquest and he was therefore an invader of a sovereign kingdom
- the north was the Danelaw with far more in common with Scandinavia than the rest of England and Harold was unsure of its loyalties
- Edwin and Morcar had failed to defeat Hardrada at Gate Fulford
- he was as yet unsure of the timing of the Norman invasion, thinking it was perhaps too late in the year given the weather in the channel and he had time to deal with the northern threat.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might point out that the lack of any definite successor to Edward the

Confessor and Harold's coronation had left the country open to invasion and battle since the start of 1066. However, Harold's plan of defence had failed and if he was not to fight a war on two fronts then he needed to stop the Norwegians. It was also important to Harold – as a new king and given the circumstances of his accession – to underline his military prowess and defend the kingdom as the rightful king.

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**Question 2**

- 04** 'The English lost the Battle of Hastings because they were militarily inferior.'  
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 students 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.**

Students should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- William's planning proved successful

- Harold had lost many of his best and most experienced fighters at Stamford Bridge
- the Norman forces had archers and cavalry which the English lacked
- Harold's failure to respond to the opportunity created by the Breton retreat
- William's use of the feigned retreat finally broke the English line.

Evidence which disagree(s) might include:

- the English line held for far longer than expected as the Norman sources mention in praise
- the loss of Gyrrh and Leofwin so early in the battle disrupted the pattern of leadership
- Harold's preparations had been disrupted by circumstances beyond his control.

Good answers may conclude that it was due to luck – bad on Harold's part and good on William's – that resulted in the English defeat. However, it is also possible to conclude that Harold was outgeneralled on the day.

**Question 3**

- 05** Explain why William chose to retain some aspects of the system of justice in England after 1066. (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**

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Students might include some of the following factors:

- the English systems and personnel were efficient and aspects such as sheriffs and the use of writs increased William's control of the localities in a period when he needed to consolidate his hold on England
- the existence of freemen meant that there were Englishmen outside William's system of feudalism and thus did not fall within the scope of feudal courts. The courts of shire and hundred still dealt effectively with these
- William was a religious man and accepted that God intervened on earth in matters of guilt and innocence so aspects of trial by ordeal and the process of compurgation were retained.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might conclude that it was due to the amount of revenue that he was able to

obtain from this system that caused him to retain these aspects or might point to the idea that 'if it ain't broke, don't fix it'.

William's continuity of English systems would also point out that he was the legitimate successor of Edward the Confessor and fulfil the promise he made to this effect at his coronation.

**Question 3**

- 06** 'It was the need to protect Normans that led William to introduce changes into the system of justice in England in the years 1066 to 1087.'  
Explain why you agree or disagree with this view. (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**
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**Indicative content**

**Note: This content is not prescriptive and students 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.**

Students should be able to make a judgement by balancing points which agree with the view that William's military needs were paramount during his reign.

Points/factors/evidence which agree(s) might include:

- the Normans were a minority in England and were resented as invaders and conquerors. William needed to establish his rule and control over a potentially hostile population and so introduced the murdrum fine and the presentment of Englishry in order to try and stamp out the 'secret killings'
- he also introduced practices that favoured the Normans over the English such as trial by battle and enabled Normans whose challenges for this were declined, to acquit themselves by a single oath.

Points/factors/evidence which disagree(s) might include:

- control of the population was to be achieved through the system of military feudalism. Men were to be bound in duty to those above them and were now legally answerable to their overlords. This was enforced through the various feudal courts
- there were still freemen who remained outside this system. As a result, they were bound in tithings/frankpledges and were made responsible for each other's behaviour
- blood feud was abolished by law and personal vendettas based on weregeld were no longer allowed, which meant less disturbance of the peace
- William also demonstrated his piety and strengthened his control over the Church by the introduction of Church courts by the writ of 1072, removing churchmen and 'crimes concerning the rule of souls' from the jurisdiction of the shire courts
- as king, he was also free to indulge in changes that benefited him personally and the hated Forest Laws were brought in
- there were changes in personnel after 1070 when normanisation occurred among the sheriffs
- mutilation was introduced in place of capital punishment.

Good answers may conclude that overall, William tightened his control over the English through the harshness of his laws and the terror of the penalties, rather than simply being concerned with the actual safety of the Normans.

### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)