

Examiners' Report
June 2018

GCE History 9HI0 2A

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2018

Publications Code 9HI0_2A_1806_ER

All the material in this publication is copyright
© Pearson Education Ltd 2018

Introduction

It was pleasing to see candidates able to engage effectively across the ability range with this GCE A Level paper 2F which deals with Anglo-Saxon England and the Anglo-Norman Kingdom, c1053-1106 (2A.1), and England and the Angevin Empire in the reign of Henry II, 1154-1189 (2A.2).

The paper is divided into two sections. Section A contains a compulsory question which is based on two linked sources. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding

of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change and continuity, similarity and difference, and significance. Candidates appeared to organise their time effectively and there was little evidence of candidates being unable to attempt both answers within the time allocated. Examiners continue to note this year that a number of scripts posed some problems with the legibility of hand writing. Examiners can only give credit for what they can read.

In Section A, the strongest answers were able to develop reasoned and supported inferences based on the sources and to evaluate the sources thoroughly in relation to the demands of the enquiry on the basis of both the contextual knowledge displayed and an awareness of the nature, origin and purpose of the source. It is important, as was stated last summer, that candidates should be clear that weight is not likely to be established by a discussion of what is missing from a source. If the author of the source has omitted something intentionally in order to modify meaning or distort the message of the source, then it will be relevant to discuss that omission in reaching a conclusion regarding the use that a historian might make of the sources. However, comments on all the things that the sources might have contained, but failed to do so is unlikely to contribute to establishing weight. This approach was still evident this summer, although less so than last summer. The question requires candidates to use the sources 'together' and it was pleasing to see that the majority of candidates continue to be aware of this requirement. It can be achieved using a variety of different approaches.

In section B it was clear that most candidates had a secure knowledge base, but this was not always effectively used to address the specific focus of the questions posed. Stronger answers clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question, although weaker candidates continued to often engage in a main factor/other factors approach, even where this did not necessarily address the demands of the conceptual focus. Last summer candidates were advised to ensure that there was both an argument and a counter argument in their responses; it is pleasing to note that there was less evidence this summer of a lack of counter arguments. Candidates need to be aware of the chronological parameters of questions and to ensure that they write across the chronology, not merely using the start and end dates as bookends with little consideration of the events between. Not all candidates have a secure understanding of what is meant by 'criteria' in terms of bullet point 3 of the mark scheme. Some candidates explicitly state in the introduction to the essay that they are naming the criteria that they plan to use, when in actual fact they are referring to the issues or the factors that will be discussed in the response. 'Criteria' in bullet point 3 of the mark scheme refers to the basis on which candidates reach their judgement, not the issues that are discussed in the process of reaching that judgement.

The candidates' performance on individual questions is considered in the next section.

Question 1

A full range of responses was seen for this question with preponderance of candidates in level 3 and low level four although there were some extremely good answers which fully utilised the sources establishing valid criteria to reach a judgement based on weighing the evidence. There were some extremely poor answers that had very little idea of the rebellion against Tostig in 1065 and several confused it with the attempted invasion by Tostig and Hardrada in 1066. The evaluation of the sources was too often restricted to a simplistic consideration of nature origin and purpose but there seemed to be less reliance on simply saying it was a contemporary source than in the previous year. A number of candidates still reiterated the fact that because the Anglo Saxon (AS) Chronicle was written by monks it must therefore be truthful but quite a number made effective use of the location of this version of the AS chronicle to develop their evaluation. Most candidates were able to draw simple conclusions from the provenance of source 2 but far fewer understood the author's comments on the accusation of Tostig that Harold was an instigator of the rebellion. The most effective answers use contextual knowledge to interrogate the source material and the inferences that can be drawn from it. Too many candidates limit their achievement by adding knowledge to expand on the source material which limits reward in BP2 to level 2.

Both sources 1 and 2 are indeed somewhat useful for the historian, to investigate the seriousness of the Uprising against Tostig in 1065. Although Source One, is a very emotive account from the 'Anglo-Saxon Chronicle', the points to which the source alludes to are indeed useful to historians. Source Two is also somewhat useful, as it is taken from 'The Life of King Edward Who Rests at Westminster', an English source written by a French monk. This too, also has an agenda, being fairly partial to Harold who was king during the most part the text was written. The source does however, offer an insight as to the seriousness of the uprising against Tostig. Together, the sources paint a picture of a quite serious uprising, one which was looking to tear the fabric of even the king's court.

Source One offers a fairly valuable insight into the seriousness of the uprising against Tostig. The source alludes to a large number of thegns from Yorkshire and Northumberland wanting to free themselves from Tostig's rule. This is perhaps quite accurate, Tostig had been earl of Northumbria for five years and was quite unpopular with the local northern population, because of his southern upbringing. Due to the fact that the northern earldoms were some of the largest and most untapped by Edward's rule, the source clearly shows

that this uprising was quite serious. The source further explains that many members of other northern earldoms joined in from Nottinghamshire and Debatyshire and Lindsey and even Morcar's brother Eadwin was pulled into the rebellion. The source however does not mention the number of men involved or makes it clear as to whether or not this was an exception to the rule. ~~But this because the source says~~ This is surprising as the version which the source is taken from was written in Mercia itself, so it is more likely to tell the real reason as to why the northern people revolted against Tostig. This is evidently clear as the source clearly identifies that the Northumbrians wanted Morcar to be their earl as he was a true northerner. They sent Harold to King Edward, asking them for the right to make Morcar their earl, which the king granted for them. However, by this time, they had ravaged most of the northern territories and did 'great harm' to the areas of Northumbria. This showing how the uprising with some one's unique outlook at the events, can be considered quite serious; although their desire to have a northern earl was fulfilled, the damage done to the local areas was quite great.

Source Two also talks about the damage done to the king's court during the period. The source explains how many did not want a civil war during the period and when Edward wanted to attack them, they deserted him rather than kill their countrymen. The source clearly

show that the internal stability of the county was threatened by the rising against Tortig, as it had an adverse effect on the kings own court. It was only Harold who attempted to restore stability by banishing his brother, something which both sources actually fail to mention. There is however an evident level of partiality towards Harold as the saviour of the situation throughout the first paragraph in source two. Stating that he with his allies 'cleared this charge' which Tortig gave against him of causing the rebellion. Thus, although the credibility of the source is somewhat damaged, it is still useful, especially in conjunction with source one when viewing the seriousness of the uprising against Tortig.

In conclusion, both sources together are useful for historians to look at the seriousness of the uprising against Tortig. Although both sources lack fine detail, source one has a good clear general picture of event, from the moment of revolt to the aftermath. Although source two does lack credibility in the first paragraph due to its nature, the source offers another valuable insight into the seriousness of the rising within the kings court. Henceforth, I believe that a historian can use both sources together to gain somewhat of a picture at the rising against Tortig.



This is a secure level 4 response. It draws out and develops a number of inferences that are carefully reasoned and interrogated using contextual knowledge. It has an appreciation of the values and concerns of the society from which the sources have been drawn and does try to weigh the sources as part of the evaluation but this is not sufficiently developed for level 5.



Remember to use the sources to explore the claims being made by the writer and to consider how valid they are.

Question 2

In general this question was well answered with some useful source analysis and focused evaluation. Many candidates were able to make reasoned inferences and the general level of contextual knowledge was good. The main difficulty was that some candidates used their own knowledge to answer the question with limited reference to the sources. Candidates do need to remember that contextual knowledge should be used to interrogate the sources and the inferences that can be drawn from them; there is limited reward for free standing knowledge. Some effective answers developed reasoned inferences from Source 3 about the obstacle that the Constitutions of Clarendon posed to achieving a compromise and the impact of Becket's excommunication of Henry's men in Source 4 in escalating the quarrel to its final conclusion. These inferences were explored with well-selected knowledge which was used to discuss the value and limitations of the source material and used as an element of the evaluation.

~~reasons for failure to reach compromise~~

~~Defect~~

~~NOT~~

~~3 written by B. & H. - shows his issues~~

~~- 3 doesn't show H's issues with T +~~

~~with H eg. His persecution of him, the~~

~~Why what H did in detail~~

~~Customs etc.~~

~~- but not necessarily useful in~~

~~- also shows ~~that~~ B's personality~~

~~showing their failure to compromise~~

~~Wanting to put himself in the right -~~

~~writing to pope → two institutions~~

~~fighting for power feudal system etc.~~

~~- 4 is contemporary eyewitness account~~

~~- last part not uncommunicating shows~~

~~shabbiness + power struggles~~

Implication in 3
of pope's
help - issue

These ~~historian~~ ~~can~~ two sources together are of great use to a historian in investigating the failure of Thomas Becket and Henry II to come to a compromise. As ~~sources~~ primary sources from ~~these~~ ~~the~~ individuals directly ~~was~~ involved in the conflict they give useful insights into the ^{main} ~~personalities~~ ~~the~~ reasons for failure to compromise ~~and~~ relating to the personalities involved and to the issues of two important institutions, the Crown and the Church, both competing for ultimate control.

Source 3 is particularly useful as a letter written by Thomas Becket to Pope Alexander III. It clearly demonstrates Becket's uncompromising attitude

and his problems with Henry's demands as laid out in the ~~Constitution~~ Constitutions of Clarendon in 1164. For example, in the second paragraph of the source Becket describes the ~~extra~~ terms Henry expected him to agree to as "wicked... perversions or corruptions", language that clearly shows his objection to these demands that caused the conflict between Becket and Henry II to arise. The ~~Also~~ Source 3 also ~~shows~~ shows Becket's Henry's vengeful reactions to Becket, for example, fleeing to France, when Henry deported Becket's entire household; by describing Henry's actions as "evil", ~~the historian~~ Becket gives the historian ~~ing~~ clear insight into the attitudes ~~of~~ of Becket and Henry towards each other and why they failed to compromise. There's also implication of the ~~its~~ problems caused by the papal schism in 1159; ~~the~~ Pope Alexander wasn't ~~at~~ in a position to fully ~~sup~~ support Becket or end the conflict through negotiation because he relied heavily on Henry's support until 1169, when ~~he received sup~~ his ~~rest~~ relationship with the Holy Roman Emperor began to improve. ~~This~~ This is a ~~to~~ key ~~prob~~ reason for the failure to compromise that isn't explicitly shown in Source 3, but the appealing ~~on~~ tone in the first paragraph ("I have many times called upon him) reflects ~~the~~ the inability of the Pope to fully support Becket against Henry. Although Source 3 doesn't give details about the problems Henry and Becket had with each other, it's ~~useful~~ very useful for showing ^{the actions and behaviours} how ^{personalities} ~~barriers~~ barriers to compromise.

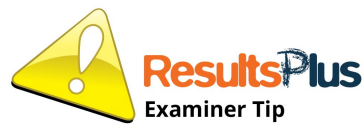
Similarly, Source 4 shows Becket's stubbornness even in the face of death. ~~As~~ As a contemporary eyewitness ~~and~~ account, this source is very useful. However it's important to note that a clerk from Canterbury

publishing an autobiography of a famous saint would probably want to portray Becket as a martyr and in a generally positive light. This can be seen in ~~in~~ the fourth paragraph when Becket tells these "consol[ation] his clerics"; especially in contrast with the knights "breathing fury", this puts him in a positive light. Nevertheless, source 4 concurs ~~as~~ the information given in source 3 about Becket's stubbornness; even ~~in~~ when faced with knights it suggests Becket wasn't willing to absolve the important figures he'd excommunicated, namely the Archbishop of York and the Bishops of London and Salisbury ~~and~~ among others. ~~That~~ Becket's use of his power of excommunication is also mentioned in source 3, where he expresses his willingness to excommunicate Henry; this power and the expectation the king would "submit to discipline" clearly shows ~~the issues main reason~~ one of the main reasons for a failure to compromise: the conflict between two powerful ~~both~~ institutions ~~also~~ run by two men who believed themselves to deserve be deserving of ultimate authority.

In conclusion, these sources, are very useful for ~~various~~ revealing some of the key reasons why there was no compromise between Becket and Henry II, particularly when used together to emphasize the issues of personality and power that pervaded the conflict. Although neither give details of ~~demands~~ the specific demands that caused the conflict, ~~or~~ ~~then~~ such as those relating to benefit of clergy, or Henry's ~~past~~ problems with Becket, these sources ~~are~~ are overall very useful to the historian in what they suggest ~~of~~ about the failure to reach a compromise.



This is a level 5 response. It has a range of reasoned inferences and contextual knowledge is deployed effectively to explore the attitudes of Becket and Henry and to demonstrate a secure understanding of the issues. The evaluation of the Source 4 is very strong.



Remember that you are evaluating the source material, not the writer of the source. A source can be of great value for the opinions that it holds even if they are highly subjective.

Question 3

This was the most popular question answered on the paper. It was generally well answered, with most candidates demonstrating useful knowledge of both Harold's mistakes and William's skills. Although there were some narratives of the battle most candidates retained focus on the question. Lower achieving answers had limited knowledge of William's preparations and spent time criticising the Anglo Saxon fighting style rather than analysing Harold's mistakes. William was frequently praised for being on horseback and Harold criticised for not being so without much explanation and suggesting a limited understanding of the nature of the Anglo-Saxon army. There were also a significant number of answers which explored alternative factors such as the battles against the Vikings and luck. These factors needed to be closely linked to the issue of William's skills or Harold's mistakes to develop a really focused answer. There were however a significant number of very good answers which examined how far Harold's mistakes facilitated William's skills and tactics using a wide range of knowledge of appropriate depth. Candidates seemed to enjoy answering the question and this question received some relatively lengthy and well-structured responses.

Harold's mistakes over Duke's skill.

- Intro - Agree

- 1- H's mistakes - Refused to let his men plunder the beaches at SF - deserted ✓
 - March 400 miles round England - tired troops ✓
 - Depleted force - did not send for reinforcements + left troops in the North ✓
 - Men broke ranks + fell for the retreat ✓
- 2- William's superior skills - Ignored retreat. ✓
 - Knew H was coming ✓
 - Superior warrior - 7-8000 + horses
- 3- Military success of H - battle raged all day - if it was William's skill - would have been sooner.

King Harold before and during the Battle of Hasting's, made several mistakes which cost him the victory over William. Although William was an excellent warrior who had been campaigning since he was eighteen, Hasting's was by far not his most clear cut success. If it were not for the multiple mistakes made by Harold, in my opinion, the outcome of the Battle of Hasting's would have perhaps been an English victory, rather than a Norman one.

Harold's first major mistake occurred just after the Battle of Stamford Bridge in September 1066, when he denied his men the right to strip the bodies of the enemy. It was common practice amongst armies throughout the time, to collect valuables such as armour and ornate weaponry from the fallen enemy. Harold, hearing that the Normans were approaching in the South, ordered his men to instantly march. This caused some dissent amongst the lower ranks of the army, and as such, they decided to abandon the next battle and claim their booty. This reduction in troops did not aid the situation at Hastings, and one could argue that this was one of Harold's mistakes, which influenced the outcome of the Battle of Hastings, by not letting his men loot the corpses //p.p.

Furthermore, Harold exhausted his troops throughout this period, which perhaps impacted their ability to fight efficiently during the battle. Harold had ordered his troops on a 400 mile circuit of Britain, inbetween which he ordered them to fight the Battle of Stamford Bridge in full armour. His men were exhausted after marching forty miles per day for ten days in a row. Henceforth, it may be thought that had Harold rested his troops and acclimated more before the Battle of Hastings, then, quite easily the outcome would have been different with a more rested force such as Williams was.

Equally, Harold chose to fight with a depleted force at

Hairstings, rather than wait several days and gather more men. Harold briefly stopped in London, where his advisors argued against meeting William ~~immediately~~ immediately in battle; rather, he should wait for more troops and have a well-versed army. Harold, however, wanted to protect his kingdom, which although is admirable, meant that the dog style face he had was going to be decimated by William. Harold had lost the majority of his housecarls and had only the fyrd troops to help him; he also had no archers and few horsemen whereas William had an abundance of both. Thus, one could suggest that if ~~Harold~~ Harold had waited for more troops to come from the kingdom, then the battle might well have been his, for he was familiar with Senlac Hill and even had the high ground, on which archers would have been extremely effective.

Finally, Harold could also not maintain discipline amongst his troops during the battle. William used a feigned retreat and Harold's two brothers with their men charged and were massacred by the cavalry on the open plain. Then with the shield wall broken, it was easy for William to exploit this weakness and win. However, had Harold maintained a tighter grip over his army, perhaps they would not have fallen for the feigned retreat and would have been victorious. Although one could also argue that William knew of the depleted and tired Anglo-Saxon force, and decided to exploit this with a very simple but effective tactic.

William knew that Harold was coming with a small force of about 6,000 men, as his scouts had located them marching straight down through the Midlands. William was clever enough to realize that Harold would probably attempt to take him by surprise, just as he had done with Harold Godwinson. Hence he gathered his men and waited for a weakened and tired English force to come to him. This is by no means one of Harold's mistakes, and rather shows William's skills as a military tactician. Therefore, one might suggest that it was William's skills over Harold's mistakes, which led to his victory at Hastings.

To add further to this, William also recruited a far larger and more experienced army over Harold. William recruited mercenaries, men from Flanders, France, Brittany and Normandy to fight the English; whilst Harold only had the Housecarls and the peasant fyrd to help fight the Normans. Harold cannot be held accountable for being to fight a more superior enemy who was invading his lands. Therefore, it could be argued that with William's large army of around 8,000 men, Harold, no matter how many mistakes he made, was always going to lose to the greater military tactician.

However, one could argue that because William had never fought a pitched battle before, and Harold had, that

it was Harold's mistakes over William's skills as a military leader. Furthermore, if William was the more superior tactician, why did it take three attempts to break the Anglo-Saxon shield wall; when he did, it was because Harold had lost control of his men who fell for the feigned retreat. Thus it was Harold's mistakes over William's skills.

In conclusion, the Battle of Hastings could have gone either way. Had Harold waited to gather more troops, rest the ones left alive and allow his men to strip the corpses, he would have had a much more disciplined force which easily could have pushed back the Normans, who were unfamiliar with the terrain. Although William was an excellent warrior, one cannot overlook the fact that his victory was caused by an Anglo-Saxon mistake, rather than his skill. Therefore, I do agree with the statement that it was Harold's mistakes, rather than William's skill which enabled the Normans to emerge victorious at Hastings.



ResultsPlus
Examiner Comments

This is a level 5 response. It effectively explores Harold's mistakes versus William's skills. The criteria for judgement are established throughout the answer and lead to a supported final conclusion.



This is a causation question. Remember that you need to explore the relative importance of reasons in order to reach a judgement.

Question 4

This question was much less popular. There were a significant number of very good answers which considered all aspects of Norman rule affecting villages including forest laws, land tenure and the abolition of slavery while also considering the seasonal imperative of agriculture which remained the same thus demonstrating level 5 in at least bullet points 1 and 2. There were also some much weaker answers which did not address the question by focusing on towns instead of villages (the demolition of 114 houses in Lincoln, one of England's major cities, to make way for the castle, was frequently cited) and some candidates simply commented on the impact of the Normans on England in general without the focus on both villages and the Anglo-Saxon population as stipulated in the question.

The Norman Conquest of 1066 changed the very fabric of England at all different scales, from local to national and economic to administrative. Villages were some of the areas most impacted by the violence of the Norman Conquest, and the drastic change in land tenure. This is evident from William I's ~~the~~ ability to quell rebellions, his force with such often causing widespread change to local areas. Similarly, the administrative adaptation of Anglo-Norman England through feudalism dramatically changed the way in which villages operated, often causing the disruption of large areas of land. Despite such arguments, it must be considered that the spite of ~~the~~ England's governance remained very unchanged, and hence is evidence. The fact some continuity in administration meant that villages were rarely implicated.

It can be argued that there were aspects of Norman rule which helped maintain continuity in villages, and meant that people living in these areas saw little impact on their day-to-day

lives. Firstly, the economic governance of England remained largely the same, and at such a local level, people felt little impact from the Norman Conquest. The geld tax, which was established as early as 871 by King Alfred in the 9th century, was maintained by William as he saw its use for assessing land ownership. Both his son ^{King} William Rufus and King Henry I similarly maintained use of the geld tax. This meant that the way in which money was levied for the king's revenue stayed relatively the same and therefore the people living in villages, cities and towns, felt little impact. However, people living in villages felt an impact in 1086, during this year William raised the geld tax from two shillings per hide to six to finance his war in Maine. In this war, villagers' lives were changed as they were paying taxes towards foreign interventions, something which did not happen under the reign of Edward the Confessor. In a final regard, although William I's feudal system changed the nature of English hierarchy, the extent to which this change is applicable to villages is questionable. The feudal system most prominently affected the upper reaches of society (earls and monks) as their positions were Normanised. Villagers, however, felt their lives stay relatively

the same as their occupation of land remained similarly dependent on the giving of services. Therefore, although the subinfeudation required oaths of fealty to their tenants-in-chief, these changes can be evaluated as more cosmetic than structural to villages on a local scale. Lastly, it can be evaluated that village life stayed relatively narrow after the Norman Conquest when considering the legal system. The Saxon shire and hundred courts were maintained, and the Norman legal modifications of church and manorial courts only affected clergymen and lords of the manor. Men ~~from~~ from villages were tried as they were in Saxon times by ordeals and local juries in small hundred courts. Such arguments indicate that the foundations of village life remained the same for people living in villages, yet it ultimately needs to be considered that the brutality which occurred after 1066 inevitably implicated villagers both in the long and short term.

When considering structural changes as a result of Saxon rebellion, it can be evaluated that the increasing rebellion of the English resulted in greater progress of Normanisation for Saxon villages. As Norman needs superseded the idea of keeping

Life continues for villagers, many changes took place, both legal and administrative. Firstly, as rebellions took place, the occupation of areas of rural England changed from Saxon earls to Normans, this is indicated on a small scale with Roger of Suffolk, the sheriff granting in part as villages in East Anglia rebelled in 1070 and 1071. Roger was ordered by William and became notorious for an iron rule, making Saxon villagers meet his harsh punishment and Norman rule. On a more regional scale, this change in land tenure can be identified through William giving large areas of Kent to Odo of Bayeux and Dorset to William FitzOsbert, these men became notorious for their harsh taxation and favouring of Norman knights, which fostered widespread hatred from the village populace. This was particularly prevalent in East Anglia, where in the wake of the 1071 uprising, Odo of Bayeux held land near Ely and Evesham. Perhaps the most dramatic shift for villages in terms of administration was forest law. This was used strongly by William Rufus up until his death in 1100. This was the creation of large areas of forest for strictly royal use in Somerset, Dorset, Essex and Devon. Examples such as the New Forest and Tipney Forest resulted in the displacement of

20 villages and 2,000 people, perfectly encapsulating how Norman governance prioritized Norman hierarchical needs over local village ones.

Despite these changes in administration, it can be evaluated that the most drastic examples of how the Norman Conquest influenced the lives of villages is through the William I's military response to the rebellion of the 1060s and 70s. The Harrying of the North in 1068 is the most striking example of how Normans caused widespread devastation. Here, William caused so much damage that in 1086, the Domesday Book designated 1/3 of rural Yorkshire as 'waste'. The fact that this devastation to local life was almost 20 years after the rebellion indicates the potency of such Normanisation. Indeed, such devastation is proven to be a widespread phenomenon if happening at the other side of the country. Here, after William laid waste to Devon and Cornwall in 1068, the Domesday Book shows that the value of mes dropped by 26% in ~~the~~ the same. This shows a change for villages in both the agrarian and economy cut out of their hundreds, indicating that the Norman Conquest was associated with a shift towards depopulation. Similarly, in

Sussex, villagers felt a much more aggressive rule than previously, due to William's response to the southern rebellion of 1067 ~~which~~ whereby he split Sussex up into the five rapes. This subjugation of Godwin's heartland showed how intense and diligent William was prepared to be with his quelling of threats, marking a vast change from the secure and more delicate governance of earl Godwin and his son Harold, the previous earl of Wessex. The change in governance to the likes of Roger of Montgomery and the villagers in Arundel rape show the way in which people in villages felt their lands change after the outbreak of rebellions. Indeed, these effects are proven as widespread due to the fact that they occurred near to borders as well as in the centre of England's land mass. Both William I and II prioritised the safety of the western border. Many villagers were displaced by the efforts of William FitzOsbert along the Severn Valley, hence, the earl's was construction of castles, to help quell the external threat of Bleddlyn ap Cynfyn and local threat Eadric the Wild meant that local villagers found much of their lands absorbed into the lord's demesne, with FitzOsbert then being able to raise the requirements of his

oaths of fealty from the local villagers. Such actions, the source of rebellion, prove to the historian the way in which the Norman Conquest shaped and changed the way of life for villagers of ~~the~~ Anglo-Norman England. The fact that these changes encompassed legal, economic and administrative changes reveals the large scale of change which occurred for local peasants.

To conclude, it is accurate to argue that the Norman Conquest indeed made life for local villagers very different. Despite some fundamental continuity in the legal system, the key pattern of trend appears to be the Normanisation of way of life. The lives of villagers can be envisaged as changing to suit the needs of the Norman rulers - such examples are striking in the establishing of the Rape of Sussex. Similarly, the way in which King William maintained 1/4 of all land for mercantile use, most prominently in Forest Law, particularly affected the lives of Saxon villagers, with the 2,000 people displaced for the royal forest exemplifying the extent to which people were literally removed from their homes to make way for Norman administration. It is therefore accurate to argue that Normanisation

had a significant impact on the villages of
England.



ResultsPlus
Examiner Comments

This is a level 5 response. It considers aspects of life that continued with little or no change to village life as well as aspects that had a significant impact. The range of factors explored include the system of taxation, the feudal system, the growing power of the sheriff, forest laws and the impact of harrying in the north. Clear criteria for judgement are established and used to reach the conclusion.



ResultsPlus
Examiner Tip

This question focuses on consequence. To address it, you need to look at impact.

Question 5

The question was well answered although a number of candidates considered only Henry's success without considering the limitations on his success. Some candidates marred their answers by writing mainly about the 1173 rebellion and its aftermath and were thus outside the timeframe of the question. A number of candidates also ignored the restriction in the question to "the Angevin lands in France" and wrote extensively about Henry's legal and financial reforms in England or the wars with Scotland and Ireland. There were however good answers deploying a wide range of knowledge and maintaining a sustained analysis of the question. This question in particular was notable for the examples of very good answers which clearly established criteria by which the concept of "complete control" could be examined. Thus, this question was notable for a high proportion of level 5 marks on bullet point 3.

Question 6

This question was generally well answered although many candidates spent too long comparing the causes of the rebellions and insufficient time considering results. For most candidates, knowledge of the 1173 rebellion in terms of both cause and effect was significantly better than the knowledge of Duke Richard's rebellion. Many candidates were confused over why Duke Richard rebelled and limited their knowledge of the result to noting that Henry died shortly after. Some candidates simply explained both rebellions without really comparing them. Better answers were able to consider the involvement of the French kings and the dynastic ambitions of Henry's sons to formulate a thoughtful comparison.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 3**

Question 4

Question 5

Question 6

Agree

~~Causes: lack of inheritance + wanting more power, French king's stirring to get more power, his alienation of his sons~~
~~Outcomes were completely different~~
~~GR strengthened his power of Treaty of Falaise with Will + gave him some power, but 1189 most vassals used opportunity to rebel + couldn't treat them.~~

Disagree

~~Causes = different: GR 1169 also Philip's dislike of H + R not marrying Alice etc, London. More lack of trust in actually getting inheritance than lack of power in GR. P + R's crusade passion~~
~~Causes showed similarities but were more different, and outcomes completely different.~~

Although the causes of both these rebellions we had similarities in that they both related to Henry's sons' inheritances and were encouraged by an ambitious French king, the causes of Richard's rebellion in 1189 were very different ~~also~~ to those of the Great Rebellion. However, these rebellions did have completely different results, with the Great Rebellion ending in Henry II having extended his power over his vassals and the rebellion of 1189 ending in Henry's death after a mass loss of loyalty ~~from the~~ in much of ~~Henry's~~ ^{his} territory.

The ^{causes of the} Great Rebellion and Richard's rebellion do share similarities, the main one being the role of the king of France. In both these rebellions Louis VII and Philip II respectively encouraged Henry's sons to rebel in order to exploit the disruption & to ~~or~~ break down Henry's huge empire. This can be seen in Louis VII encouraging Henry the Young King to demand more of his inheritance in 1172, similar to Philip

Philip exploiting Richard's mistrust of his father after ~~that~~ the Toulouse Campaign in 1187 in order to ~~then~~ deal with his own disputes with Henry by getting Richard on his side. The difference in the outcome of the two rebellions came because of the difference in ability to reach their aims: Philip ~~managed~~ succeeded in making Henry agree to his terms in July 1189, whereas Louis had to surrender because of his inability to control his troops at Rhenen. ~~Then~~ Another similar cause was Henry's alienation of his sons ^{because of his failures in} ~~in terms of~~ securing and delivering their inheritances. Henry refused to give Henry the Younger ~~or his other~~ real authority ~~in them~~ despite his being crowned king in 1172; ~~and~~ he also refused to ~~give~~ ~~back~~ guarantee Richard's ~~own~~ inheritance after the death of ~~the~~ Henry the Younger.

However, the reasons ~~was~~ for the rebellions ~~is~~ relating to inheritance were more different than similar. Whereas in the Great Rebellion Henry's sons were denied ~~for~~ the power or the financial ~~or~~ resources to control ~~then~~ the territories they had been promised, Richard's rebellion was more to do with mistrust and uncertainty that he would receive Aquitaine at all, due to Henry's repeated refusal to name his principal heir. ~~After~~ ~~that~~ Henry actually allowed Richard more control over Aquitaine ~~as~~ ~~it~~ after seeing he was a strong military leader during the Great Rebellion; the issue became ~~whether~~ what territories he would receive at all and mistrust in his father in 1189. Although the key reasons for ~~the~~ Great ~~both~~ rebellions were related to inheritance, ~~they~~ ~~were~~ the same issues weren't at stake in ~~both~~ the Great Rebellion and Richard's rebellion of 1189.

The outcomes of the two rebellions were completely different, however.

The Great Rebellion proved to be an opportunity for Henry II to display his unassailable authority over his vassals, and expand it, ~~as seen~~ through ~~the means~~ ~~the~~ the introduction of general eyres, and particularly the harsh first eyre of 1176-78, ~~was~~ significant because of its unpopularity and its vast yield of £2000. ~~in~~ Henry's power can be seen in the Treaty of Falaise, signed with William the Lion of Scotland after his imprisonment. It was humiliating, including the confiscation of five key castles, and prevented William rebelling again. Henry's authority was ~~to~~ almost at its peak after the Great Rebellion, having proved his ultimate control and military superiority over his rebellious vassals and sons. Richard

~~the~~ Richard's rebellion ~~marks~~ rebellion, however, marks the ultimate downfall of Henry II. Philip and Richard ^{together} "were" much stronger force than Henry who was weakening ~~as~~ due to illness. They appeared to be the winning side and many of Henry's dissatisfied barons joined them against Henry, who didn't get the chance to ~~to~~ ^{as he did in 1174} reassert his power, before he died in 1189 July.

The contrast between the ~~two~~ outcomes of these two rebellions is clear: one left Henry more powerful than ever, one betrayed by all his ~~sons~~ sons and, ultimately, dead. Though their causes seem to have similar roots in Henry's ~~need~~ reluctance to delegate power, in reality they were caused by very different issues, ~~related~~ though both relating to inheritance.



This is a level 5 response. It has a secure focus on similarity and difference and is supported by sufficient knowledge. It establishes valid criteria for judgement. Its conclusion arises from judgements made throughout the answer.



In similarity and difference questions, a brief plan helps you to focus on the second order concept.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A

- Candidates should go beyond paraphrasing the content of the sources to draw out reasoned and developed inferences.
- Candidates should move beyond stereotypical approaches to the nature/purpose and authorship of the source by, e.g. looking at and explaining the specific stance and/or purpose of the writer.
- Contextual knowledge should not be used to list all the information that is missing from the sources, unless omission was the aim of the author.
- Contextual knowledge should be linked to the material provided in the source.
- Candidates should make use of the sources together at some point in the answer.

Section B

- Spending a few minutes planning helps to ensure the second order concept is correctly identified; candidates need to be aware that not all questions demand a factor/other factors approach.
- Candidates must provide more precise contextual knowledge as evidence. Weaker responses lacked depth and sometimes range.
- Candidates should avoid a narrative/descriptive approach; this undermines the analysis that is required for the higher levels.
- Candidates need to be aware of key dates as identified in the specification so that they can address the questions with chronological precision.
- Candidates should try to explore the links between issues rather than merely present a list of factors.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

