



**General Certificate of Education
June 2011**

AS History 1041

HIS2A

Unit 2A

Conqueror and Conquest, c1066–1087

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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 candidates' 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

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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

June 2011

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 position of the English nobility after the Norman Conquest. (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 levels scheme.

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

- **Source A** considers that their position was even better than it had been before the conquest and that they had little to fear from the king, being high in his favour
- **Source B** sees the position of the nobility as being under threat from the start and continued to worsen, leading to exile and dispossession
- the tone of **Source B** is much more pessimistic than that of **Source A**.

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

- the attitude of William of Poitiers, who was quite prepared to distort and suppress information in order to enhance the king's reputation. He wishes to present William as the rightful king of England and so it is only natural that the king will be gracious to those English earls who did not fight against him at Hastings
- Douglas looks at the situation beyond the immediate aftermath of Hastings and considers that it was in the longer term that the English were to suffer as a result of the rebellions, the 'early wars' that he refers to.

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

- both mention that William seemed prepared to work with the earls at first
- they also point out that land was given to Normans by the king at the expense of Englishmen – although Poitiers writes 'not unjustly', those who rebelled could have been considered to have broken their oaths and so their lands were forfeit.

In making a judgement about the degree of difference, candidates may conclude that as a piece of Norman propaganda dealing with a shorter time span, the view of **Source A** is rather narrow in focus while **Source B** endeavours to gain a wider perspective by viewing the position of the English over the whole of William's reign.

Question 1

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

How far was William's policy towards the English ruling class one of co-operation in the years 1066 to 1087? (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 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.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** – while suggesting that some English benefited from William's generosity, it does mention that Englishmen were replaced by Normans in positions of authority and power – although not 'unjustly'
- **Source B** – mainly negative about the situation from the start and does not really accept that William's apparent cooperation was genuine as he only 'might have been prepared' to deal with them. The picture is unrelievedly gloomy, detailing the inability of the English to hold on to their lands and positions
- **Source C** – is more positive, it would appear. Details are given of the use that William made of English aristocracy and officials and speaks positively of his policy of cooperation with these men. However, the short-term nature of this is also pointed out.

From candidates' own knowledge:

Factors suggesting cooperation might include:

- William did treat Edwin, Morcar and Edgar well in spite of some doubts relating to their loyalty due to their involvement in rebellion up to 1070 and
- he married his niece Judith to Waltheof of Northampton
- there is also evidence of support for William among the English – Eadnoth the Staller fought against William's enemies, Exeter repelled an attack by Harold's sons and William called out the fyrd
- indications are that William wanted minimal disruption as shown by the continued use of English practices throughout the reign in local government.

Factors suggesting an alternative view might include:

- the effects of intermarriage on the nature of society
- the burden placed on English landholders by the feudal obligations which William imposed and which brought impoverishment
- as the Normans were brought in at the top level, English lords suffered a depression in status, which increased as the reign went on
- there was also the pressure placed on William by his own followers to reward them as he had promised.

Good answers may conclude that:

- 1071–1072 does mark a turning point in William's apparent policy but it was difficult to balance competing claims to land from both English and Normans and the rebellion of Edwin and Morcar either gave William the opportunity or forced his hand, leading to confiscation and the reallocation of lands to which Orderic Vitalis refers
- Waltheof's execution in 1076, based on rather circumstantial evidence of complicity in the Revolt of the Earls, ended the involvement of English earls with the Conqueror
- according to Domesday, dispossession was complete by 1086 and only 2 English landholders are considered worthy of note.

Question 2

03 Explain why Harold Godwinson became king in January 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

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 might include some of the following factors:

- Harold had acted as 'under-king' for Edward the Confessor which placed him in a strong position with the Witan
- he was the king's brother-in-law
- he was a member of the most powerful family in England and was a trusted earl and an excellent general as he had proved in his victories over the Welsh
- he claimed death bed nomination which was an accepted method in England
- he was elected by the Witan
- he ignored his oath to William
- unsuitability of other candidates.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might refer to the fact that it was the extent of Harold's support or the fact that he was prepared to break his oath to William of Normandy that led to him taking the crown.

Question 2

- 04** 'It was William's superior leadership which brought him victory in 1066.'
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**
- 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 evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- he was able to keep control of his army as they waited on the French coast
- he attracted allies to his cause, from other French knights to the pope

- William forced Harold into an early encounter by ravaging his family lands
- he fought with his cavalry which gave him the opportunity to control from the actual field of battle
- because of this he was able to reassure his men as to the rumours of his death and head off the panicked flight of the Breton knights, thus regaining control at a crucial point
- he employed the feigned retreat which broke the English shield wall
- his use of archers was to further break down English resistance and open the way to the death of Harold.

Evidence which disagree(s) might include:

- Harold was not wholly successful in consolidating support in England which weakened his plan of defence
- he failed to attract allies from other parts of Europe and his lack of representation at the papal court strengthened the arguments of his rival
- he was forced to mobilise too soon which caused his plan of defence to collapse
- the Norwegian invasion caused problems
- his force at Hastings was too static and he was not in a position to react to changes.

Good answers may conclude that the Norman victory was the result of a large slice of luck on William's part and/or misfortune on Harold's.

Question 3

05 Explain why the papacy was willing to support William in 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

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 might include some of the following factors:

- Political: it would be an opportunity for the reformed papacy to spread its influence and gain important international support
- Religious: it was an opportunity to spread reform beyond mainland Europe. It would also facilitate the removal of Stigand who had been excommunicated by the papacy for pluralism. William already had an impressive track record of reform in Normandy
- Financial: the papacy would demand the payment of Peter's Pence, the traditional tax paid by national churches to the pope.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might conclude that the pope's main purpose was one of these reasons or a combination of all.

Question 3

- 06** 'Lanfranc was only concerned with extending his own authority over the English Church.'
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 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 evidence which supports the view given against that which does not.

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

- he insisted on the Primacy of Canterbury, although the papacy was not in favour of this and it caused friction with Thomas of York

- his close partnership with William led him to support the king in his quarrel with Gregory VII, furthering the independence of the English Church under his control
- his policies of Normanisation created a gap between the Normans and the English, both clerical and lay, which he ignored.
- he had little sympathy for a religious heritage and culture which did not fit his pattern.

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

- he introduced and maintained discipline through the use of Church councils and reforms in both the secular and the monastic Church
- he helped make church law and its operation more efficient through the compilation of texts of canon law and the use of Church courts
- he helped to improve the material aspects of the English Church through his involvement in architecture.

Good answers may conclude that there was a need for control, given the nature of the Conquest, but that the key to Lanfranc's policies was his cooperation with William rather than any concentration of authority in his own hands or in his office.

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