



**General Certificate of Education
January 2011**

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 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

January 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 situation in the English Church at the time of the 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 there was little real corruption in the English Church. It had links with the wider continental reforms through non-English bishops who favoured change
- it also had close relations with the papacy
- Source B takes the opposite view and sees corruption as widespread throughout different aspects of the church and provides evidence of this.

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

- it was in William's interests to paint the English Church as 'hopelessly decadent' in order to justify his invasion by claiming papal support in return for promises to reform it. The contemporary Norman sources stress this to underline that William's victory in his 'trial by battle' was due to divine support. Secondary sources that rely on the Norman interpretation will follow this view.

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

- both mention the existence of corruption in the Church through simoniac practices and cite Stigand as an example
- Source B does agree that it was not a hopeless case by mentioning Edward's piety – albeit rather grudgingly
- both mention that the position of Stigand affected views of the Church.

In making a judgement about the degree of difference, candidates may conclude that by focusing on Norman propaganda and the conduct of some individuals, the view of Source B is rather narrow in focus while Source A endeavours to gain a wider perspective by viewing the state of the English Church within the wider European context relating to abuses .

Question 1

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

How far can the changes made to the English Church, in the years 1070 to 1087, be regarded as a success? (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 some negative aspects of the Church are suggested by the position of Stigand, there is also the positive approach of some bishops to reform and close contact with the papacy. The relationship to secular authority and the prior existence of 'foreign' bishops are aspects that will remain
- **Source B** – mainly negative relating to the Church pre-Conquest: ignorance of the clergy and existence of a range of abuses. The relationship to secular authority is also mentioned
- **Source C** – focus is mainly on effects of possible change: secular authority, 'modernisation' of the Church, changes in personnel, clashes over changes.

From candidates' own knowledge:

Factors suggesting positive aspects might include:

- tightening of organisation and discipline
- enforcement of canon law
- increased wealth and power of the Church
- the growth of monasticism.

Factors suggesting an alternative view might include:

- difficulties relating to the position of the Church in the feudal system
- tensions with the papacy
- exploitation by Norman baronage
- the lack of English personnel and practices.

Good answers may conclude that:

- change was already on its way in relation to reform and new policies and ideologies which were to affect the whole Church. The Norman Conquest may have accelerated the pace of this but did not alter its direction
- the Conquest brought a new spirit and revived spirituality as well as organising ability
- the unity of the Church through episcopal loyalty to the crown contributed to the unity of the 'state' but much of its rule was – similarly – through fear and the 'aristocratic' control from the top produced a gap between the episcopacy and the laity.

Question 2

- 03** Explain why the North of England caused particular problems for William in the years 1067 to 1069. (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.

Answers should include a range of reasons as to why the North of England was to provide such stern opposition and suffer so badly as a result.

Candidates might include some of the following factors:

- historically, the North had always been seen as independent and followed its own policies. Its distance from the seat of power exacerbated this
- the existence of the Danelaw which meant strong ethnic links with Scandinavia
- the ambitions of Scottish kings were also a threat in this area and raids and claims to territory over an indeterminate border were common
- the archbishopric of York was equal to that of Canterbury and exercised wide powers in this area.

This was to particularly affect William because:

- Sweyn of Denmark had a claim to the English throne and could expect to find support bases and supplies in the North as well as easy sailing up the Ouse
- Edgar Atheling was Malcolm Canmore's brother in law and had taken refuge in his court. Malcolm had a reason for invasion
- an archbishop of York could crown a rival king and split the country.

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 one battle did not constitute a conquest and William's Normans were in the minority. The Conquest proceeded slowly and it was to be some time before he could turn his full attention to the North.

Question 2

- 04** 'Lack of unity caused the failure of rebellion against William in the years 1066 to 1075.'
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:

- the rebellions were uncoordinated. Although there is some evidence that rebels in different parts of the country were in some contact, there was no overall strategy and too many conflicting interests
- there was no single leader acceptable to all and rivalries could be bitter
- there was no single programme. Reasons for rebellion included taxes, status, desire for the crown
- rebellions never involved the majority of the population and many supported the new king.

Evidence which disagree(s) might include:

- there was a lack of effective outside help – Danes, Bretons, Scots, Welsh princes, Eustace of Boulogne – whose agenda invariably differed
- the rebels lacked bases, supplies and experience of siege warfare
- castles were built and garrisoned in vulnerable places
- William's strategies were effective.

Good answers are may conclude that the Norman military machine was too powerful against opposition that was to continue to prove itself insufficiently effective.

Question 3

- 05** Explain why William ordered the survey known as the Domesday Book in 1085. (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.

Answers should include a range of reasons as to why the survey was deemed to be important to William at this time.

Candidates might include some of the following factors:

- Political: many English had been dispossessed after Hastings and lands were the subject of dispute. Domesday could help determine legal title. Also, as many honours had been acquired piecemeal due to the nature of the conquest, it would enable William to see how powerful his tenants in chief were.
- Military: William faced a series of threats in 1085. There was the threat of invasion from Denmark and Scotland, and he was having trouble in Normandy. The survey would help him determine the size and nature of the resources available to him.

- Financial: the mercenary army that he raised was at considerable cost so the survey, by detailing assets, provided a record of resources to be exploited by the levying of the royal geld as heavy taxes followed the survey.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might conclude that William's main purpose was one of these reasons or a combination of all. What the survey did, was to demonstrate the extent of control that William had over England by the end of his reign and this also could be considered a link, underlined by the Oath of Salisbury.

Question 3

- 06** 'Local government and justice changed little as a result of the Conquest.'
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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- 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**
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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 points which agree with the view that because William insisted on being accepted as Edward's heir, continuity should be found in government institutions and administrative technique.

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

- continuation of shire/hundred courts for those not in the feudal system
- use of traditional methods of proof ; trial by ordeal, compurgation
- continued use of writs to enforce the royal will
- the role of the sheriff in the localities in justice and tax collection.

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

- the need to introduce feudal courts and Church courts
- use of controls over the population: murdrum fine, frankpledge
- the judicial duel brought from Normandy
- the harshness of the Forest Law
- change in the language of writs
- increased power of baronial sheriffs.

William needed to govern social elements that included both feudal and 'free' and to protect the Norman minority. He also needed to ensure loyalty in the localities by bringing in his own nominees.

Good answers may conclude that there was continuity, but because management and personnel were ultimately new after the first few years, there were innovations and rapid developments which amount to a form of change.