



## **General Certificate of Education**

# **AS History**

## **Unit 2: HIS2A**

### **Conqueror and Conquest, 1060–1087**

# **Specimen Mark Scheme**

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

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## **Generic Introduction for AS**

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level 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)**

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

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

The indicative mark scheme for each paper is designed to illustrate some of the material that 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

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**Specimen Mark Scheme****GCE AS History Unit 2: Historical Issues: Periods of Change****HIS2A: Conqueror and Conquest, 1060–1087****Question 1**

- (a) Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source A** differ from those in **Source B** in relation to William's attitude to his English subjects. (12 marks)

*Target: AO2(a)*

- 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. **0-2**
- 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**

Source A focuses on the diplomatic attempts by William to keep the surviving English earls onside and may demonstrate that he is attempting to set up an Anglo-Norman state in which power will be shared. Source B, on the other hand, demonstrates his complete ruthlessness in dealing with those 'who displeased him' and does not brook any opposition. Source A does mention that he bound these lords to him by oath of fealty, however, so that the punishment for their treachery was to be ultimately severe. This justification for his attitude is strengthened in Source B by the mention of the fact that those he judged as 'good men' and those who obeyed his laws were treated well. His stern justice is also praised by the Anglo-Saxon Chronicle, although not everyone benefited as shown by mention of his avarice and oppression, especially in relation to the Forest Laws.

- (b) Use **Sources A, B and C** and your own knowledge.

How far do you agree that, throughout his reign, William the Conqueror was a harsh and brutal tyrant? (24 marks)

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

- 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. **0-6**
- 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

Reasons will include the treatment of the North (Source A), his greed for money (Source B), the harshness of the Forest Laws (Source B). On the other hand there is the imposition of law and order which benefited the kingdom (Source B), his piety (Source B) and his generous treatment of opponents (Source C). Own knowledge could include the later treatment of those same opponents and the subsequent loss of territory resulting in loss of status and the replacement of Englishmen with French and Norman Lords. Protests against taxation and exploitation as reasons for rebellion could be mentioned here and patronage of the Church could be offset by mention of the spoliation of English abbeys by the first generation of Norman settlers.

Arguments against could point out the apparent perfidy of Edwin, Morcar and Waltheof, and the expense of running the kingdom gained as the result of military conquest. His treatment of the North can appear somewhat out of character given his reaction to other rebellions both before and after 1069–1070 and may represent the seriousness of the threat rather than policy. The best answers will attempt to structure an argument, beginning to consider William's dual role which placed the treasury and the need to keep the peace at the top of his agenda and may well place the issue in the context of the plausibility of his attempts to establish an Anglo-Norman state, implicit in Source C.

## Question 2

- (a) Explain why there was conflict over the succession to the English throne in 1066.

(12 marks)

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

- 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. **0-2**
- 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

Edward left no heir in 1066 and there was a range of candidates owing to the fact that there was no single accepted method of becoming king in Anglo-Saxon England. Each of the candidates could claim to fill one or more of the criteria. The waters were further muddied by Harold's visit to William, c1064–1065. Controversy existed due to the disputed reasons for the visit and the nature of the oath that Harold swore to William. Given the political position and the nature of the various candidates and the prize that was England at this time, it was not likely that compromise would be reached by peaceful methods.

- (b) 'Royal expeditions were the main methods of extending power into Wales and Scotland by 1087.'  
Explain why you agree or disagree with this statement. (24 marks)

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

- 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. **0-6**
- 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**

Some of the main issues include the fact that no Norman penetration was possible north of the border until after the death of Malcolm Canmore. Even after this, much of the influence was clerical as a result of the relationship between Queen Margaret and Archbishop Lanfranc. There is little evidence of any real settlement along the lines of the military fiefs established in England. The king took no land here or established any royal garrisons. This last point was repeated in Wales, but here William used the power and the strength of the Marcher lordships, with their castles and new burhs to extend his influence. Even here, by the end of his reign there was little to show for Norman infiltration and only one royal journey was made into Wales on the basis of the lordship claimed by the Confessor. Neither area was to suffer the crushing military defeat inflicted on England.



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**Question 3**

- (a) Explain why William of Normandy was able to gain the support of the Pope for his conquest of England in 1066. (12 marks)

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

- 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. **0-2**
- 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**

William sent his representative, Gilbert of Lisieux, to the papal court in 1066 while Harold failed to refute the charges made against him or had anyone there to speak on his behalf. This is linked with the accusation made against Harold due to his breaking of the oath to William and his supposed coronation by Stigand, an uncanonical archbishop. William's promises to reform the English Church and reinstate the payment of Peter's Pence may also be mentioned.

- (b) 'Archbishop Lanfranc played the key role in the reform of the English Church in the years 1066 to 1087.'  
Explain why you agree or disagree with this statement. (24 marks)

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

- 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. **0-6**
- 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

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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**

Points include, for example, the relative condition of the English Church, the background of Continental reform, the role of William and the work of Lanfranc. Much of Lanfranc's time was taken up with establishing and enforcing the primacy of Canterbury in the face of both papal and episcopal opposition. His work in reform was largely limited to the monastic Church and many of the other apparent 'reforms' – which were often strategic and political in origin such as the movement of the dioceses and the normanisation of the episcopacy – came from William. Attempts were made to improve clerical morals but this was to remain a problem for some time to come and the forcible imposition of foreign abbots led to disputes and sometimes bloodshed in the monasteries. Many of Lanfranc's lasting contributions remain those relating to administration and government rather than popular piety, though the cathedrals benefited from his interest in architecture.