



## **General Certificate of Education**

# **AS History 1041**

## **Unit 2: HIS2A**

### **Conqueror and Conquest, c1066–1087**

# **Mark Scheme**

*2010 examination – January series*

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](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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January 2010

**GCE AS History Unit 2: Historical Issues: Periods of Change**

**HIS2A: Conqueror and Conquest, c1066–1087**

**Question 1**

- (a) 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 attitudes to William and his rule in England. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

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

**Indicative content**

**Note: This content is not prescriptive and 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 will need to identify differences between the views of the two sources, for example:

- Source A makes the point that William's rule in England is considered illegitimate but Waltheof in Source B considers his actions as 'treachery' to a lawful sovereign
- also, although Source A claims that the English are eager to overthrow this unjust king, Source B underlines the extent of their acceptance of him by commenting on the importance of their military support. The people are willing to fight for, rather than against, him

- this is further supported by the fact that Roger and Ralph, in spite of their claims in Source A, need to seek support from abroad (Source B) rather than within England.

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

- Roger and Ralph were acting out of a sense of personal grievance rather than any reaction to principles on the part of the English. Roger in particular had a grudge against William as he felt he had been treated unfairly over his father's lands
- many English accepted William as the result of his coronation as he was now the anointed king and had fought for him previously, as early as 1067 against Harold's sons.

To address 'how far' they should also indicate some similarity between the sources, for example:

- Both sources suggest that Waltheof accepted William and for the most part was prepared to remain loyal to him
- however, he does join the plot although his full part in it remains unclear.

In making a judgement about the degree of difference, candidates may conclude that there is little real agreement between the sources and that the attitudes shown by the two earls seem to bear little relation to the actual situation by 1075.

Some might argue that both authors – one Norman, one Anglo-Saxon – speak of 'rebellion' and 'treachery', with the main difference the words that Source A puts into two of the Earls' mouths. Indeed, Source A gives a speech to Waltheof that implicitly contradicts the arguments/justification that preceded. Some might make something of the 'oath' that Waltheof took.

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

How far was the Revolt of the Earls in 1075 the most dangerous threat to William's rule in the years 1067 to 1075? (24 marks)

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

### Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

### Indicative content

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

In 'How far' questions, candidates should be able to make a judgement by balancing points which suggest the degree of threat William faced in this rebellion against others which he faced

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during his reign. All three sources provide references to this range and candidates should use the sources as evidence in their answer.

These points can be expanded on with further examples from own knowledge and judgement reached.

- Importance is stressed through the fact that it is two major earls (Sources A and B) who are involved in the rebellion and that they bring in a third (Source B) who could rally the English to their cause. The involvement of Bretons and Danes (Source B) meant that the rebellion was potentially disastrous for William. The earldoms of Roger, Waltheof and Ralph stretched in an almost unbroken line across England from the Welsh border to the North Sea, where contact could be made with the Danish fleet (Source B). From his bases in Brittany (Source B), Ralph could threaten the Norman frontier. Through his connections, Waltheof could have brought in the North and encouraged the intervention of Malcolm Canmore (Source A). William was also out of the country in Normandy at the time and the defence would rest upon Lanfranc, acting as justiciar.
- However, many rallied to William's cause. As the crowned and anointed king he was accepted in England (Source B), unlike the rebels (Source A), a fact which was also underlined by the resistance of Ednoth the Staller and the English force which had beaten off Harold's sons in the South west in 1067. The efficiency of his military system (Sources B and C) meant that the Norman machine went into operation. The effectiveness of William's military response was strengthened by this inability to mount a sustained challenge to his rule.
- Rebellion as a whole was sporadic (Source C) both time and area with examples that can be drawn from across the period 1067–1072. The nearest it came to a major threat shown by the violence of William's attitude was the Northern Rebellion and William proved to be far more militarily adept, marching swiftly northwards even through the winter. His more casual approach to this rebellion in 1075 – remaining in Normandy throughout the campaign and leaving his forces in England to deal with it – suggests he did not see it as a major threat. As they had done in the past, the Danes proved to be little opposition (Source C).
- Good answers may conclude that the degree of threat might be gauged from his treatment of the rebels themselves. While Ralph escaped (Source B) and was exiled, Roger was imprisoned (Source B). It was the execution of Waltheof however, whose part in the plot is still indeterminate, that suggests that William took this opportunity to get rid of any possible English threat once and for all, although past rebellions had shown little evidence of any unity of purpose (Source C) with Edwin and Morcar pursuing their own ambitions, Harold's sons probably wanting revenge, Exeter objecting to taxation and Hereward and Edric wanting their lands back.
- It is also possible to conclude that the Northern rebellion period, 1067–1069, in particular was far more of a threat to William and use points from Source C to support this.

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**Question 2**

- (a) Explain why William invaded England 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:

- William's claim to designation by Edward the Confessor although the sources remain indeterminate on this
- England was a rich, peaceful country compared to Normandy and a prize for any invader
- the oath taken by Harold underlines the validity of William's claim and gives him a reason to invade, citing Harold as an oath breaker and therefore a usurper
- one other major factor was the claim that Harold was crowned by Stigand, although that could be considered Norman propaganda and an excuse for the invasion.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given:

- they might point out that it was the justification provided by the case against Harold based on these points that was the given reason for William's invasion

- alternatively, the reality of the situation, especially the doubt cast on who performed the coronation and Harold's claims to designation, throw William's given reasons into doubt and bring his political ambition to the fore.

- (b) 'The Norwegian invasion was the main reason for the English defeat at Hastings.'  
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 points which agree with the view that it was Harold's distraction in the north and failure to defend the south that led to his defeat against others which do not.

### Points/which agree might include:

- the Norwegian invasion of Hardrada disrupted Harold Godwinson's preparations to meet William's campaign. He was forced to split his army and leave his relatively

inexperienced and possibly untrustworthy brothers in law Edwin and Morcar to deal with the situation in the North

- their defeat at Gate Fulford meant that he had to intervene to avoid being caught between two hostile forces. Although his tactic of rapid march and unexpected attack paid off with the overwhelming victory at Stamford Bridge, the actual battle and the forced return to the south to meet William meant that his army was not at full strength
- Harold's decisions relating to the forced marches at either end of the battle of Stamford Bridge, as well as his decision to lead the army himself despite opposition from his brothers on this count, can also be questioned as well as being sustained.

**Evidence which disagrees might include:**

- other circumstances also combined with the Norwegian invasion to weaken Harold's position. The storms in the channel forced his fleet to return negating his early warning system, while also delaying William and taking elements of the fyrd beyond their time of service; as well as this, the harvest tasks became pressing. Elements of luck – or as the Norman chroniclers would have it, the 'will of God' run through this 'trial by battle' and the effect on timing. Edwin and Morcar also failed to bring the expected reinforcements before Hastings
- a case can also be made for William's tactics on the day. His use of the feigned retreat eventually destroyed the shield wall and underlined the ultimate importance of mobile troops and archers against a static line of defence once that line began to break.

Good answers are likely to acknowledge the debate and present a well-argued case supporting their conclusion.

**Question 3**

- (a) Explain why William did not appoint any Englishmen to high church office. (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:

**There were political considerations**

- the English churchmen were foreign to him and he needed men he could trust
- the Church played an important role in administration and he needed to be sure that things were being done and recorded in the way he wished. Lanfranc was to act as justiciar when the king was out of the country and it is unlikely that he would have entrusted such a task to an Englishman
- the Church was also a powerful instrument of control. It had influence over the people and there was a danger churchmen might support rebels against the crown as happened in the Fens in 1072. In addition, the higher churchmen were also tenants in chief and as such were entitled to enfeoff knights, which could also be a danger to the king

- he had promised rewards in return for support and the Church had supported him materially as well as spiritually. Those appointed to high office in this period all came from the royal household.

**His personal piety was also a factor**

- he had promised the pope to reform the Church in England which had a reputation for being corrupt, mainly due to Stigand. William's victory at Hastings could be said to underline this as a sign of God's favour on his endeavours and so he would have kept his promise.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might point out that as a conqueror, William needed to exercise control through the most legitimate agency available and the Normans reworking of the evidence in the 1070s further strengthened his use of Divine favour and authority over the kingdom.

- (b) 'The English Church gained little from the Norman 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**
- 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 points which agree with the view that the Norman Conquest led to the eclipse of the English Church against others which do not.

### Points which agree might include:

- Normanisation was used to replace Englishmen in high positions and strengthen his control over the country. This created a gap between the hierarchy and the parish priest, with subsequent effects on popular piety. Religion was subject to a 'class system'

- in the same way, the siting of the new dioceses was more a strategic move to ensure military security rather than an attempt to make sure that the urban population was ministered to
- William extended his royal authority through the canons of the Council of Lillebonne, which limited papal control over the English Church and caused a break in the traditional links between the English Church and the papacy
- this was further underlined by the existence of the Primacy of Canterbury and the creation of Church courts
- violence was sometimes used (e.g. Abbot Thurstan) to force English monks to accept 'foreign' practices and this was considered acceptable by the hierarchy
- his control of elections and presence at Church councils ensured he got his way
- the placing of the Church within the feudal system left it open to later exploitation at the expense of its spirituality.

**Points which disagree might include:**

- the English Church did benefit materially with the building of new cathedrals and their siting in centres of population
- he appointed a noted reformer as archbishop of Canterbury in Lanfranc, who improved organisation, particularly in the monastic church
- prelates such as Stigand who had been accused of abuses were removed and discipline was tightened, particularly through the use of archdeacons
- there remained a degree of continuity, particularly in hagiography.

**Good answers are likely to conclude that:**

Spiritually the Church was brought into the context of the continental reform movement, abbots were appointed to enforce discipline in the monasteries, the practice of holding Church councils was adhered to and decrees relating to corrupt elements came from these to be enforced by William's new episcopacy. However, it could also be concluded that in doing so the Church lost much of its essential character.