



**General Certificate of Education  
June 2010**

**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.

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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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**June 2010**

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

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

**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 Harold's attitude to William's claim to the English throne. (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 stresses Harold's acceptance of his role as a royal servant and ambassador of Edward in carrying out the mission to reiterate his promise that William should be his heir
- Source B on the other hand is less positive about Harold's acceptance of William and considers that he has ulterior motives for making it appear that he goes along with it.

This can be further supported by:

- Source B not viewing Harold's acceptance of Edward's wishes as complete
- his actions being seen as those of an ambitious man who wishes to safeguard his wealth and position into the next reign
- the possibility that he is prepared to put aside his promise to William and take the throne for himself.

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

- that Source B was written in hindsight
- Source A is concerned with justifying William's subsequent actions by portraying Harold as a perjured usurper
- the lack of agreement in contemporary sources as to the real purpose of Harold's visit.

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

- both acknowledge Harold's visit to William
- both agree that Edward's earls, including Harold, were aware of William's appointment as Edward's heir
- both indicate that Harold agreed to support William.

In making a judgement about the degree of difference, candidates may conclude that Source B has a more negative interpretation regarding Harold's attitude to William's claim and was becoming more focused on his own ambitions to be king, but both agree that this was not yet obvious.

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**Question 1****02** Use **Sources A, B and C** and your own knowledge.

How far was Harold in a strong position to hold the English throne in 1066? (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.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** – the extent of Harold’s power in the kingdom; the attitude of the English to William’s claim; the nature of the oath sworn by Harold
- **Source B** – Harold’s wealth and importance; the nature of the promise given to William
- **Source C** – the basis of Harold’s claim; his support; the existence of other claims.

From candidates’ own knowledge:

Factors suggesting a strong position might include:

- Harold’s role as a noted warrior, his position as both Edward’s brother in law and sub regulus
- the strength of the Godwinssons
- lack of support for acceptability of other candidates.

Factors suggesting an alternative view might include:

- William’s accusations relating to Harold’s perjury and false coronation, and the effects
- the problem of threatened invasion on two fronts
- possibility of less than committed support from Edwin and Morcar.

Good answers may conclude that the forces that Harold faced allowed him little time to consolidate and strengthen his position in a practical sense. However, theoretically his position was a strong one as his claim was justified in English eyes by deathbed nomination and election by the Witan, as well as being supplemented by the military power of himself and his brothers.

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**Question 2**

**03** Explain why William introduced the system of military feudalism into England. (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.**

Possible short term reasons include:

- the nature of the conquest meant that he had a need for an army but could not afford to finance and supply a purely royal force that was large enough for his needs
- the system incorporated royal castles held by appointed castellans and these were used to secure borders and extend the conquest.

Longer term factors might be:

- land was given in return for service and this was the reward he had promised his supporters
- the system yielded revenue in the form of feudal incidents and aids and was a form that was familiar to him from Normandy.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might indicate that in doing this, William set up a structured society bound by oath to the king and as such, the system was an important method of control.

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**Question 2**

- 04** 'The Norman Conquest had a disastrous effect on the lives of the English peasantry.'  
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 agrees might include:

- Norman lords demanded labour service instead of, or even in addition to, the money rents paid
- lands were given to knights without compensation to previous holders who suffered dispossession and impoverishment and in the system of 'military feudalism' tenants became bound to the needs of a foreign lord
- there was a sharper division between free and unfree as the line of personal liberty was now drawn above them all and they had no civil rights against their lords
- the economy was affected and the arrival of the Normans initially produced a sharp drop in agricultural prosperity due to events like the Harrying of the North and the enlargement of Royal Forest.

Evidence which disagrees might include:

- local customs were too securely founded – the Customs of the Realm remained the firm basis for English laws, and their inherited complex of rights and duties remained largely unchanged
- peasants still attended the popular assembly courts and used legal proceedings they had always known
- they were still obliged to take part in the hue and cry and still liable for conscription in the Fyrd
- many places, especially the Danelaw, retained relations between lord and man that were largely personal and expressed in terms of money rent rather than labour dues
- in the north also, those who undertook 'waste-land' reclamation were left to their own devices.

Good answers are likely to conclude that the Normans were far from successful in asserting a complete system of dependent tenures and all over England there were many free men who knew nothing of labour services; property in these areas continued to be bought and sold, as charters attest. This can be viewed as a dislocation rather than a break and the basic peasant sub-structure was not greatly altered. Ordinary people possibly found the conquest little more than a temporary and minor disturbance in a hard and merciless routine.

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**Question 3**

**05** Explain why William became involved in Wales in the years 1066 to 1087. (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**

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Candidates might include some of the following factors:

- the situation he had inherited from Edward was unstable due to the existence of competing principalities in the north and south which had already led to the renewing of English pressure along the frontier
- the frontier itself was an ill-defined zone in which conflicting claims and rights were intermingled
- the Welsh princes were prepared to renew oaths of loyalty or allegiance made to Edward only if William's power showed it was in their interests to do so
- dispossessed English rebels sought refuge and support among the Welsh and needed to be dealt with
- William was determined to assert effective authority by replacing disloyal Welsh leaders with Norman lords where possible.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example they might indicate that in claiming the crown of England by hereditary right,

William set out to secure all the royal authority exercised by Edward the Confessor. This meant that not only would he attempt to push his frontiers to their previous limits, but that he would also aim at establishing lordship over any regions beyond his frontiers whose rulers had submitted to his predecessors.

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**Question 3**

- 06** 'Scotland presented major problems for William in the years 1066 to 1087.'  
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**
- 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.

Points which agree might include:

- William had to deal with the ambitions of a rival king
- these were reinforced by marriage to the Atheling's sister Margaret and his presence at Malcolm's court.
- there was also tension in the border buffer states and Scotland could prove a refuge for rebels
- Malcolm was active during the Northern rebellion.

Points which disagree might include:

- there was no real support for Scottish ambitions in Northern England due to the effects of their raids on Northumbria
- William's subsequent march to Scotland to deal with Malcolm in 1072 underlined Malcolm's inability to halt his advance
- the Treaty of Abernethy broke up any possible alliance between the Scottish king and any disaffected Englishmen
- although Malcolm attempted further advance south in 1079, the situation was repeated; and the Treaty of Abernethy was renewed at Falkirk
- the frontier was secured when Malcolm recognised William's overlordship
- the close bond between Queen Margaret and Archbishop Lanfranc brought a degree of religious cooperation.

Good answers may conclude that although Scotland appeared to be a major threat as a rival kingdom during these years, Malcolm avoided direct conflict as he did not have the military resources or the organisation that William had at his disposal. Also, the infiltration of Scotland by the Norman Church in particular, was to defuse the situation.