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Examiners' report

HISTORY A

H505
For first teaching in 2015

Y102/01 Summer 2019 series
Version 1

Contents

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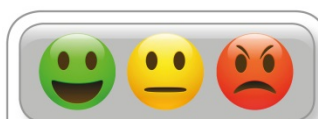
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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper Y102/01 series overview

Y102 is one of thirteen components for the revised AS Level examination for GCE History. This component tests an extended period of History of about fifty years through an Enquiries or source-based option and an essay. The paper is divided into two sections. In Section A candidates have to answer a compulsory source questions based on four written primary sources. The question requires them to use all four sources to assess the validity of a view. In Section B candidates are required to answer one essay question from a choice of two.

To do well on Section A, candidates need to be able to consider both provenance of the sources and apply contextual knowledge to them in order to reach a judgement about the sources in relation to the issue in the question.

To do well on Section B, candidates need to address the issue in the question, using detailed supporting knowledge. In order to reach the higher levels candidates will need to assess the issues they discuss and reach a supported judgement at least in the conclusion.

Candidates who did well on this paper generally did the following:	*Candidates who did less well on this paper generally did the following:*
- considered the provenance of the source(s) and used relevant contextual knowledge - linked the contextual knowledge clearly to the source being discussed to show whether the view of the source was valid or not - reached an overall judgement as to the extent to which the sources supported the view in the question - in answering the essay question, discussed at least two issues in depth - gave supporting detail that was both accurate and relevant to the question set, not just the topic - reached a supported judgement about the issue in the question - made a series of interim judgements about the issues discussed in relation to the question.	- did not consider both the provenance and did not use contextual knowledge to evaluate the sources - wrote an unbalanced answer in their treatment of the sources, with very little consideration of one of the sources. - reached a judgement based on their knowledge rather than the sources - showed a poor understanding of the major issues relevant to the essay - were unable to support their answer with relevant material - did not focus on the precise wording of the question - made unsupported comments about issues which were assertions.

Section A overview

The focus in this section is on the critical use of evidence in investigating and assessing historical questions, problems and issues. The focus may be on depth of one key topic or breadth, using parts of several key topics for the evaluation of a theme. The critical evaluation of sources is central to this element, with all marks given against AO2. The sources selected are written and contemporary to the period. Candidates have to evaluate four sources, answering one question which sets the sources in their historical context.

Question 1

Norman England 1087–1107

1   Using these four sources in their historical context, assess how far they support the view that the reign of Henry I was welcomed in England.   **[30]**

Candidates were able to draw a distinction between those sources that demonstrated support for Henry I's accession (generally A and B, although some answers noted the 'trifling disagreements' in B) and those that highlighted some resistance to it (C and D). Furthermore, in many answers, explanations grounded in the provenance of each source was provided: Eadmer (A), as a close ally of Anselm, who had been persecuted by William Rufus, was naturally in support of Henry (and vilified Rufus as a result), while William of Malmesbury (B), as a monk, rejected Rufus' exploitative treatment of the Church and – as pointed out in some answers – favoured Henry because of his close connections with Queen Matilda, at whose request the *Gesta regum Anglorum* was apparently written, and Robert, earl of Gloucester, an illegitimate son of the king, to whom the second version of this work was dedicated. Simeon of Durham (C) was comparatively less well known, with the author's connection to Ranulf Flambard (who was bishop of Durham) and Rufus' apparently favourable treatment of the monks at Durham complicating attempts at evaluating the source. However, in some answers, Simeon's relationship with the former bishop, William de Saint-Calais, who was put on trial by Rufus for his complicity in the 1088 rebellion, was used to suggest that the monk was no supporter of the dead king. The Anglo-Saxon Chroncile (D) was also problematic for some candidates; whereas the anonymous authors' antipathy (and respect) for William the Conqueror is generally well known, the attitude of these authors towards his sons is not as easy for candidates to articulate. Answers that achieved the higher levels made effective use of contextual knowledge and provenance in evaluating the content of each source; these responses also included judgements, notably at the end. In the lower levels, answers tended to explain source content with little attempt to evaluate or form judgements.

Exemplar 1

Sources A and B do support the view that the reign of Henry I was welcomed in England because of the resentment of his older brother William II. On the other hand both Sources C and D show that Henry I was not welcomed by all, and show support for Robert Curthose.

Source A emphasises that after the 'disastrous oppression' that William II had brought to England, people wanted Henry I as he pledged he would undue all that his p brother did, and 'maintain good and strict laws for the people'. Contextually William II was seen as a man who exploited the Church through Simony and pluralism (allowing a man to have two seats of power (titles) with the help from of Ranulf Flambard. Also the issues with Anselm such as the pallium and the Rockingham Council. Eadmer, being a close friend of Archbishop Anselm would of course convey negativity towards Rufus because of his relationship with the church. Words Lexis like 'disastrous' 'smoldering' and 'injustices' convey this attitude clearly. This

shows that through Source A, Henry I was asuredly welcomed in England.

Source B also follows the same idea as William of Malmesbury describd William II's actions as 'illegal', and shows that Henry I put an end to this by 'releasing prisoners'. This again uses words like 'joyful day' and 'fair promise' to describe Henry I's reign, which is the total opposite of how his brother was like, expo exploiting vacancies through Simony and selling them to the highest bidder. ~~contex~~ Looking at this source's provenance it is similar to Source A, showing that the monk William of Malmesbury just like Eadmer would be critical of William II because of their relationship, through things like William II not swearing alliegance to Pope Urban II as he believed he was above the church, and not letting Anselm collect the Pallium from Rome. Source B, just like A shows that ~~th~~ Henry I was welcomed into England.

This exemplar highlights evaluation of Source A. Note the inclusion of both knowledge and provenance, as well as the attention given to evaluating Eadmer's testimony.

Section B overview

The two questions set are drawn from different key topics and candidates are required to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Candidates are expected to demonstrate abilities to explain, assess, analyse and reach substantiated judgements.

Question 2

Anglo-Saxon England and the Norman Conquest 1035–1087

2* How far was William of Normandy's victory at Hastings the result of the errors made by Harold II?

[20]

By far the most popular of the two questions, answers often demonstrated quite broad knowledge of the factors that contributed to Duke William's success, in particular King Harold's errors. The most obvious of these mistakes was his hot-headedness in rushing south after defeating Harald Hardrada at Stamford Bridge, failing to rest his troops or replace those housecarls who had been killed or injured in the north. Other mistakes included: relying on the fyrd, as opposed to the well-disciplined and highly trained footsoldiers and knights in the Norman army; positioning himself in the middle of the shield wall which prohibited effective leadership and control of his men (and in some answers led to his death via the arrow in the eye); and failing to adopt more advanced military techniques, such as the use of cavalry. The king's mistakes were offset by discussion of several other factors, including the duke's superior ability as a military leader (e.g. co-ordinating the feigned retreats, after the fortunate success of the first one), the thoroughness of his preparations (e.g. acquiring the papal banner), and luck (e.g. the wind changing just as King Harold had been drawn north). Arguments usually favoured one of these factors over the king's mistakes. An interesting alternative approach, adopted in a minority of answers, was to argue that King Harold's mistakes were not errors at all but were appropriate responses to a series of momentous yet calamitous events. High-scoring answers provided a line of reasoning related to the question culminating with a focused judgement. Answers in the lower levels tended to focus more on description.

Exemplar 2

To some extent, it would certainly be fair to attribute William's success at Hastings to Harold's mistakes. These were mistakes both in and before the battle and seemed to have made it easier for William to secure victory. However, it is also important to assess how Williams' personal role, particularly in preparing for the battle as well as his strategical role, compounded Harold's errors, while also taking into account circumstances outside of either leaders' control that influenced a Norman victory.

Both before and during the battle of Hastings, Harold has been criticised at some crucial errors. Just before going north to deal with the Scandinavian invasion, he disbanded the defence force and fleet on the south coast, a decision which ultimately led to William being able to land unopposed. Furthermore, on returning to London from Stamford Bridge, Harold defied the advice of both his mother and brother by leaving for Hastings so quickly, before he had properly gathered enough men. Then, during the battle itself, after a flank of the Norman army retreated, a full-scale Anglo-Saxon counter-attack or a resolute defence may have been successful, yet the English did neither, with a section of his army chased the retreating Normans leaving a fractured defensive line — a move that could be put down to either Harold's poor decision-making or his lack of communication skills in battle, both of which could be classed as mistakes. Therefore, it could appear that Harold's mistakes significantly influenced the outcome, however it is important to assess the circumstances in which the decisions were made. Harold could have had no knowledge of where the Normans would invade, and it was already an extravagance to have kept a fleet on the south coast for so long, so the Norman arrival may be simply put down to bad luck for Harold. Furthermore, he may have been goaded into leaving London so quickly by William ravaging lands in the south of England, an area which Harold had a duty to protect as king, and in the battle itself, it is likely that William was in the same position as Harold in terms of credibility and visibility to his men, so it would be harsh to attribute the in-discipline of Harold's army to his personal decisions. This, while it is clear that Harold made some influential mistakes, these seem to have been compounded

by these factors.

One of these factors was certainly William's strength as a general. In the years before the battle, William had guilted the Count of Brittany in 1063 to accept his regional supremacy, allowing him to recruit Bretons into his force and this made up a large chunk of his army at Hastings. This both portrays William as an astute planner and conveys the strength of the Norman army — both of which may have been seen as reasons for Norman success, rather than Harold's mistakes. Furthermore, William deserves credit for successfully overcoming the logistical difficulties of transporting his army across the Channel, and on arriving in England he immediately constructed a castle at Pevensey, which gave his army a strategic place from which to consolidate and prepare for battle, a move which also indicates a great degree of determination and long-term policy to William's invasion, a factor which may well have been pivotal in the Norman victory. This would be reinforced by the nature of the battle itself. It was an untypically long affair, which indicates a certain degree of evenness between the two sides, but the fact that the Normans were eventually victorious must be thus put down to William's skills as a general, him being able to win the decisive breakthrough. This would be corroborated by the fact that William is recorded as having "come against the English by surprise, before they were drawn up in battle array." This was arguably crucial to Norman victory since the English couldn't repeat their successful surprise tactics used at Stamford Bridge, and is likely as a result of William's determination and strategical nous. Therefore, regardless of Harold's mistakes, it is clear that the English were up against a strong army cultivated by a skilled and determined leader, so the Norman success at Hastings must be credited in part to William.

This exemplar demonstrates the level of analysis – of King Harold's mistakes – in the higher levels.

Question 3

3* 'Norman men and Norman methods replaced Anglo-Saxon men and methods in the government of England after 1066.' Assess this view. **[20]**

Answers to this question tended to focus on a few key issues. For example, the introduction to feudalism was noted, with an emphasis on the possession of land directly from the king; in some answers, feudalism was related to the king's decision to break-up the larger earldoms of late Anglo-Saxon England, and some candidates were able to draw a distinction between the wide landholding of Earl Godwin and the smaller earldoms of post-Conquest England. Other evidence of change included the use of castles as administrative centres and the appearance of Normans as sheriffs. Continuity was seen in the king's use of writs, the structure of society (e.g. the shires and hundreds), the organisation of courts (although some answers pointed out the emergence of honorial courts) and the maintenance of the coinage system. High-scoring answers provided a line of reasoning related to the question culminating with a focused judgement. Answers in the lower levels tended to focus more on description.

Exemplar 3

Norman men and Norman methods replaced Anglo Saxon As men and methods in the government of England after 1066 up until as certain degree. When the conqueror landed in 1066, the best way to consolidate his power was through placing powerful Norman men into powerful english positions - especially through eardoms and tenancies. This meant that the english communities would then be governed by Normans, replacing their old systems. Yet, the normans didn't have much of an affect on the legal system, as localities still ran an english to system and use english procedures. However, william still had his power way to implement his own laws in order to protect the forest or Nomans themselves and so it was clear- little by little, a Norman system was being introduced.

Norman men and their methods did replace Anglo Saxon As men and methods in government of 1066 in england due to the change in governance. For example, William I rewarded his men with eardoms and land, so Odo of Bayeux recieve received land Kent and Ralph de Gael received land in east Anglia. This meant a change to the tenant system in the area and landowners and by

1076, there, was only a major english landowners, for example in Worcester, and This meant the 20,000-25,000 smaller english landowners weren gone and all power were placed in the hands of of the Normans. This shows that the governance of England was changing and that the usual english way of working on the land for rent was being change to the exploitation of money – ensuring that the methods were also becoming more Norman. This meant communities automatically saw a more Norman influence – thus replacing the Anglo Saxon way of life.

However, the replacement of the Anglo Saxon methods and men to Norman, only went so far, as the general local governance stayed relatively similar. For example, William kept English sheriff. (at least until 1076) and the use of the Hundred and shire courts were kept and were still under english governance – also due to the low numbers of average Normans. These methods were seen as effective by william and meant the two sides needed to work together – encouraging intermarriage. This shows that William still kept Anglo Saxon systems that worked and meant that communities saw little change, to legal procedures – ensuring that

This exemplar highlights general knowledge surrounding the changes in landholding brought about by the Conquest. Note that there is explanation rather than analysis here and the point being made is quite broad (on the replacement of the Anglo-Saxon way of life).

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