



## **General Certificate of Education**

# **AS History 1041**

## **Unit 2: HIS2A**

### **Conqueror and Conquest, c1060–1087**

# **Mark Scheme**

*2009 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 2009

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

**HIS2A: Conqueror and Conquest, c1060–1087**

**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 William's attitude towards 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 William's generosity to surviving English earls and other members of the landholding classes, and suggests some power will be shared. Source B, on the other hand, while providing degrees of agreement relating to his attitude to Waltheof, demonstrates his lack of any attempt to cooperate with the majority of the English and his forcible dispossession of many of the aristocracy. The implication here is that this was done illegally in spite of Source A's assurances that 'no Frenchman received anything that had been unjustly taken from an Englishman'. Both mention the benefits gained by his Norman followers, but while Source B stresses that this is purely to pander to their greed and avarice by promoting those with little to recommend them to their position, Source A focuses on the importance of granting strategically secure positions to those who have proved their loyalty and are worthy of trust. There is an emotive content to both extracts but this is strongest in Source B which is quite vehement and also attempts to elicit sympathy for the 'exiles'. The different attitude of the two chroniclers is also worth noting, as is the fact that Source B was written later.

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

How far did the social and political position of the English aristocracy change in the years 1066 to 1087 as a result of the Norman Conquest? (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

Support for the view comes from Source A which stresses that there was little change in the pattern of landholding, and Source C which provides a range of points which can be expanded to support the proposition. On the other hand there is the situation described in Source B which mentions the dispossession of the English at the expense of the new Norman aristocracy. Own knowledge could include William's attitude to those who had opposed him at Hastings, the effects of intermarriage on the nature of society and the burden placed on English landholders by the feudal obligations which William imposed and which brought impoverishment. This is supported by the sheer number of knights that were to be enfeoffed which is mentioned in Source B. As the Normans were brought in at the top level, English lords also suffered a depression in status, which increased as the reign went on. This can also be balanced against

William's early need to keep the peace at the top of his agenda and may well place issue in the context of the plausibility of his attempts to establish an Anglo-Norman state, (Source C). Arguments could point out the watershed of c1072, which appeared to mark the end of William's attempts at cooperation, and the part played in rebellion by Edwin, Morcar and Waltheof which led to their own downfall and the apparent change of policy which resulted. There was also the pressure placed on William by his own followers to reward them as he had promised. The best answers will attempt to structure an argument, considering in particular the change through time which is well illustrated by the Domesday Book.

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**Question 2**

- (a) Explain why Harold was able to take 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. Harold was not only the king's brother-in-law but also war leader and had practically governed England for the past few years due to Edwards's illness. He is given the title *sub regulus* in English chronicles. It was his claim of deathbed nomination and the importance placed on this in English custom that apparently allowed him to break the oath made to Duke William. It is possible to regard this oath as being under duress given the circumstances surrounding Harold's continued presence in Normandy and there is some support for the idea that he was tricked into swearing on holy relics. It is possibly his election by the Witan, based on his own fame and popularity that finally made him king, although the speed at which the coronation was accomplished hints at his possible concern about his candidacy.



- (b) 'William became King mainly because of Harold's mistakes.'

Explain why you agree or disagree with this view.

(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

The range of factors determining Norman success at Hastings need to be taken into consideration here: the preparations made by both leaders, the composition of the forces and the tactics employed. The answer focuses on the reasons why there were three battles in 1066 and the advisability of some of the decisions made by Harold – those made before his accession, such as the oath – as well as plans of defence and conduct of the actual battle at Hastings. There is no need to place these within the context of the actual situations in 1066 and their effects on Harold's subsequent decisions. The issue of good and bad luck is therefore also important here, and answers can point out the use made of Harold's apparent misfortunes in Norman propaganda to support their argument. The issue is debated by the English sources, as well as considering the part played by other factors in Norman victory.

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**Question 3**

- (a) Explain why William attempted to exclude papal influence from England. (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's agreement with the pope on the eve of battle was one of political expediency, because later he showed no intention of lessening his control over the most influential aspect of English life by allowing the papal legate into English to re-crown him and further legitimise his conquest, but also to remove those English Churchmen that William no longer wished to hold power in the Kingdom. His support for Lanfranc's primary established his own head of the church, and the creation of Church courts meant that appeals to Rome were unnecessary. Further exclusion was legitimised by the extension of the Canons of the Council of Lillebonne to England as the Ancient Laws and customs which specifically outlined the relationship between the king, his church and papacy. In the same year, his refusal to accept the overlordship of Gregory VII was made very clear through the letters they exchanged, and underlined by the attitude of Lanfranc. The point should be made that this attitude was accepted because of Williams's commitment to reform, shown by the canons of his Councils. It can be noted that many of the canons also strengthened William's control and that they were passed by an episcopacy that he himself had chosen and invested at Councils over which he himself presided.

- (b) 'In the years 1066 to 1087, the English Church benefited from the Norman Conquest.'

Explain why you agree or disagree with this view.

(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**
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### Indicative content

Points include, for example, the work done by both William and Lanfranc to bring the English Church into line with the continental reforms. The removal of English churchmen from their positions was undertaken due to their questionable position, e.g. Stigand and reforms were introduced to tighten clerical morals, as well as to update buildings and Rules of life. Many other changes were strategic and political in origin such as the movement of the dioceses. The normalisation of the episcopacy changed the character of the Church and no Englishman was appointed to high office in this period, while some English saints were removed from the religious calendar. Major changes also occurred in the monasteries where the forcible imposition of foreign abbots led to disputes and sometimes bloodshed. The church was also burdened by feudal obligations.