



**General Certificate of Education
January 2012**

AS History 1041

HIS2A

Unit 2A

Conqueror and Conquest, c1060–1087

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 students' 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 students' 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 students' 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

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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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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)

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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

January 2012

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

HIS2A: Conqueror and Conquest, c1060–1087

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 William's position in Wales. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
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.	1-2
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

Note: This content is not prescriptive and students 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 levels scheme.

Students will need to identify differences between the views of the two sources. For example:

- Source A takes the view that the crown was not involved in 'territorial expansion' while Source B mentions William's advance into Wales in 1081
- Source A also mentions that what conquest there was involved only the barons on the Marches and not the king, while Source B records that William directly influenced events in Wales
- Source A points out that William did not interfere with the Marcher Lord's activities while Source B states that 'he did not see his magnates as free agents'.

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

- there was a change across the period in relation to William's attitude to Wales and the earlier activities of the Marcher Lords as he had earlier considered that attack was the best form of defence but because of his commitments in England, the task was given to trusted lords. As England became more settled he had more time to spend elsewhere
- this change was further accelerated due to the treason of fitzOsbern's son, Roger in 1075. This earldom was not reconstituted which underlines William's attitude
- the point is made that there is no surviving evidence of William's policy which further muddies the waters.

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

- both sources state that William's interest was fuelled by his desire to legitimise his succession to Edward by claiming all of the former king's rights and titles
- they also both mention his position as 'overlord' by the 1080s.

In making a judgement about the degree of difference, students may conclude that the difference is mainly explained away by change through time and the two sources are quite similar in their view of William's position in regard to Wales.

Question 1**02** Use **Sources A, B and C** and your own knowledge.How far did Wales pose a serious threat to Norman security in the years 1067 to 1087?
(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 students 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.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

Source A

- the threat posed by the political situation in Wales whichever way it worked out
- the presence of English rebels in Wales.

Source B

- the need to utilise the border (Marcher) earldoms
- William's direct intervention in Welsh politics 1081.

Source C

- Welsh attacks on the border
- allied with English rebels
- the use of the Marcher earldoms.

From students' own knowledge:

Factors suggesting Wales was a threat might include:

- the death of Gruffydd in 1063 had plunged the princes into a struggle for power which could spill across the border
- the Norman military force was overstretched
- Wales provided a refuge for rebels such as Eadric and Edwin which encouraged raids over the border in 1069
- the nature of Welsh society – a highly competitive, volatile, militaristic, honour society meant that they were only prepared to tolerate William if he proved his power and strength.

Factors suggesting the threat was not serious might include:

- the lack of a single strong leader decreased the possible threat. They were never united enough or too involved in internecine slaughter such as the situation in Deheubarth in 1072
- William extended his 1069/70 campaign as far as Chester to demonstrate the consequences of opposing him
- the work of the Marcher Lords such as FitzOsbern and the building of castles encouraging trade and settlement promoted prosperity and peace
- the success of his marcher policy was demonstrated by his peaceful progress through Wales to St. David's – which was also a show of force – in 1081 which underlined royal involvement.

Good answers are likely to/may conclude that the Norman regime in England presented the Welsh with a challenge that they lacked the unity to deal with. By the end of the reign, Wales appeared not a problem of defence but an opportunity for expansion. However, this had proved more successful in the open lands in the south and the north was to pose problems for William Rufus.

Question 2

- 03** Explain why the Normans used the tactic of the feigned retreat at the Battle of Hastings. (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 students 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.

Answers should include a range of reasons as to why this particular tactic was deemed necessary.

Students might include some of the following factors:

- it covered the apparent rout of the Bretons and was made to appear an actual tactic in the chronicle of William of Poitiers when it was repeated
- the higher ground occupied by the English made it difficult to employ archers and cavalry
- the English shield wall was so effective that there appeared to be no way of breaking it down
- William had to win the battle he had staked so much on and prove that he was the rightful heir.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might point out that it was the unexpected strength of the English opposition that led William to resort to this tactic.

Question 2

- 04** 'William of Normandy had a strong claim to the English throne.'
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 students 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.

Students should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- he had a blood relationship to Edward the Confessor

- Edward had favoured those from Normandy – with which he had strong ties – throughout his reign
- William was said to have visited him to receive his promise of the throne
- William was a ruler with a powerful reputation and had ensured the support or neutrality of other European rulers
- he had received Harold's promise and Godwinson's apparent perjury had been used to bring him the support of the papacy.

Evidence which disagree(s) might include:

- William was a foreign lord and was not really acceptable in England by the nobility and the witan who had not favoured Edward's patronage of Normans
- there is little evidence to support his apparent visit to Edward and the apparent promise
- his relationship to Edward was not a strong one which was further weakened by William's illegitimacy
- there is doubt about the nature of the promise that Harold made to William which could weaken its seriousness
- he was only one of several candidates for the throne and Harold appeared to the English to be the most acceptable due to his position in the kingdom and his claim of deathbed nomination.

Good answers are likely to/may conclude that William's claim was not particularly convincing in many ways due to the uncertainty of some of the evidence. Much of it was strengthened by subsequent Norman propaganda which stressed the righteousness of his cause shown by his victory.

However, it is possible to conclude that William's claim was in many ways no weaker or stronger than those of the other claimants. It was his victory, as mentioned above, that strengthened it. He prevailed over Harold, winning his trial by battle because God was on his side.

Question 3

05 Explain why William came into conflict with Pope Gregory VII in 1080. (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 students 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.

Answers should include a range of reasons as to why William came into conflict with the pope at this time.

Students might include some of the following factors:

- Gregory VII was at the height of his power and extending his authority over Western rulers
- William was not prepared to acknowledge the pope's unsupported claim to fealty based on William's reception of support from Alexander II in 1066 as it would have undermined his own power
- William was concentrating on ensuring his own control over the English Church through his own primacy, councils and Church courts in order to consolidate his conquest
- William's positive approach to reform contrasted very favourably with that of other rulers and made the pope's criticisms appear petty.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might point out that 1080 was also the year of William's Canons of the Council of Lillebonne which defined and limited the relationship between the English Church and the papacy. William was willing however, to restore the payment of Peter's Pence. The matter was one of control and authority and the king was not prepared to compromise on this.

Question 3

- 06** 'There was no need for William to reform the English Church.'
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**
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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 students 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.

Students should be able to make a judgement by balancing points which agree with the view that the claims made by William concerning the state of the English Church in 1066 were unfounded.

Points/factors/evidence which agree(s) might include:

- there was little evidence of corruption. Few of the episcopacy were married – a situation which was more prevalent on the Continent – and only Stigand was a pluralist
- there were already links to wider continental reforms through the non-English bishops appointed by the Confessor
- there were strong links with the papacy and English bishops attended papal councils
- English monasticism was a strong institution
- William had failed to improve clerical morals in Normandy.

Points/factors/evidence which disagree(s) might include:

- William was a genuinely pious man who felt that England lagged behind more recent changes in the Church
- the loyalty and support of the episcopacy he appointed strengthened unity
- the revived spirituality and organisation benefitted the Church as an organisation.

Good answers are likely to/may conclude that the pace of reform was accelerated by the Conquest and prevented the English Church from becoming a sleepy backwater. However, William's motivation seemed to be mainly that he needed Divine support and that he utilised his power within the Church to consolidate the Conquest rather than bring about reform for its own sake.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion