

AS-LEVEL

History

Unit HIS2A: Conqueror and Conquest, c1060–1087

Mark scheme

1041

June 2015

Version 1: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from aqa.org.uk

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

June 2015

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 Edward the Confessor and the succession. **[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:

- the sources differ on the existence of any definite arrangements for the succession. Source B considers Edward's actions as a form of forward planning while Source A sees Edward as leaving it until 'the last moment'
- the sources differ on Edward's attitude to the seriousness of the position of Duke William. This is presented far more formally as he made sure he gained the approval of the English

nobility for his succession in Source B, whereas in Source A, William appears to be just part of the list of possible successors

- there is a difference regarding Edward's grasp of the situation relating to the succession while on his death bed. His mental state appears to be assured in Source B and there is a clear designation mentioned, while Source A questions Edward's grasp on the reality of the actual situation regarding Harold's nomination.

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

- there were few witnesses at Edward's deathbed and the King's ability to grasp what was happening was not made clear by chronicle accounts
- he was not a strong king and was subject to various influences on the decisions that he made
- Harold was the only possible candidate who was present at Edward's death bed
- Edward's failure to make his wishes clear may have been due to a number of factors – Godwin power, Edgar's youth, William's nationality – and used as a political ploy to maintain control.

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

- both sources agree that Edward considered a range of possible candidates suitable
- both sources agree that no decision was made until the King lay dying.

In making a judgement about the degree of difference, students may conclude that the differences lie in the judgement made about the nature of Edward's kingship and his failure to make a definite decision on an important matter which underlined his rather weak approach.

Question 1

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

How far was William of Normandy's claim to the English throne stronger than that of his rivals?

[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

- Edward’s promise to William as early as 1051
- the possibility that he looked to Harold to keep the kingdom for William until he arrived from Normandy.

Source B

- the support of the English nobles for William
- the possibility of Edgar as an alternative
- the deathbed nomination of Harold.

Source C

- Harold’s oath to William
- support for William from the papacy
- Edgar as a possible alternative.

From students’ own knowledge:

Factors suggesting William had a strong claim might include:

- his relationship to Edward
- the possible illegality of Harold’s coronation
- his powerful reputation as a ruler and the support or neutrality of other European rulers
- the favouritism that Edward had always shown to those from Normandy throughout his reign, subsequent Norman propaganda and the fact that he won his trial by battle.

Factors suggesting an alternative view might include:

- as a foreign lord, William was not wholly acceptable to the English nobility of 1066 and there is little evidence to support the supposed visit to Edward or the apparent promise
- his relationship to Edward was not a strong one and was further undermined by his illegitimacy
- there is doubt about the nature of the promise made by Harold to William and the nature of Harold’s coronation
- He was one of several candidates to the throne and others were perhaps better placed. Edgar could claim close blood ties to the late King
- Harold Hardrada based his claim on an earlier promise also – that of Harthacnut to Magnus which Edward had not discounted.

- Harold was the favoured candidate of the Witan, Edward's under-king and a tested politician and warrior. His claim to deathbed nomination was a powerful factor in his favour given the nature of English custom.

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 his justification 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 at Hastings that strengthened it.

Question 2

- 03** Explain why knights were important in the system of military feudalism in the reign of William I. **[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 used knight service during his reign.

Students might include some of the following factors:

There were military reasons:

- answered military requirements that William could not meet personally and so was dependent on feudal quotas
- they protected the new order against rebellions as they allowed the mobilisation of large forces in times of crisis. They were fighting men armed, trained and equipped to be part of a mounted army on a continental pattern and as part of a military household had the advantage of swift movement

- served as castle guard to support the new system of castles, giving part or all of their 40 days service to this task while some household knights served permanently as castle garrisons.

There were political reasons:

- enfeoffed knights acted as local officials to impose order/justice on their own lands and villeins, working through the manor court.

There were financial reasons:

- enfeoffed knights contributed some financial benefits to their lords in the form of reliefs, marriage and wardship.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might point out that Norman rule was initially based on force and the arrangements for enfeoffment and subinfeudation that followed Hastings were designed to support this. Their main role was to support William's conquest of England in a military role. However, it is also possible to conclude that as the situation changed and became more settled, the non-military side of the knights' life on the manors became more important.

Question 2

- 04** 'It was Norman military organisation that had ended English rebellion by 1072.'
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:

- William's speed and strategies were effective
- campaigns which relied on a scorched earth policy reduced future threats
- castles were built and garrisoned in vulnerable places
- he used his baronage to keep order in the localities and particularly as a military presence in border territories.

Evidence which disagree(s) might include:

- there was no single programme of English rebellion and different causes and leaders undermined effective unified action
- there was a lack of effective outside help. Allies were unreliable and their agenda invariably differed from that of the English and one another
- the rebels lacked bases, supplies and experience of siege warfare
- rebellion never involved the majority of the population and there was support for the new king.

Good answers are likely to/may conclude that the Norman military machine was too powerful against opposition that continued to show itself insufficiently effective. It is also possible to conclude that it was the inability of the English to unite under a common leader and cause which undermined the effectiveness of their rebellion.

Question 3

05 Explain why English monasteries were badly affected by Norman rule. **[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 English monasteries were badly affected by Norman rule after 1066.

Students might include some of the following factors:

There were economic reasons:

- monasteries found their wealth and often their lands given to foundations in Normandy
- the upkeep of knights as demanded by feudal impositions was a burden on their finances.

There were social reasons:

- the imposition of foreign abbots closed off lines of promotion for Englishmen, changing their social standing and the nature of the English Church
- English ceased to be used as a language of the Church.

There were political reasons:

- as important centres of learning, custom and culture headed by powerful men and fuelled by rich resources, monasteries and/or their abbots could, and sometimes did, play a part in resistance to Norman rule.

There were religious reasons:

- new practices were introduced which conflicted with English custom
- English saints were demoted or removed from the calendar.

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 a culture clash, which brought about these results as England was considered a religious backwater that needed to be brought into the mainstream of continental reform. It is also possible to conclude that the Normans, as conquerors, were exercising their power over English institutions in order to subdue the population and remove centres of dissent.

Question 3

- 06** 'Lanfranc's main purpose in the years 1070 to 1087 was to increase royal authority over the 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**
- 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 points which agree with the view that Lanfranc was more concerned to act as an agent of the king than as head of the English Church.

Points/factors/evidence which agree(s) might include those that show that Lanfranc was instrumental in placing the Church under royal supervision:

- the role of the king in Church councils
- royal rights with regard to elections in the Church and the political purposes these were used for
- the effects of placing the Church within the system of military feudalism
- the stance taken against papal interference
- Lanfranc's political role.

Points/factors/evidence which might disagree could point out the consolidation of ecclesiastical authority and include:

- Lanfranc's efforts to secure the primacy of the English Church and his reasons for doing so
- the improvement of clerical morals
- the revival of monasticism
- the creation of separate Church courts.

Good answers are likely to/may conclude that Lanfranc was overly concerned in helping William to increase his control and as a result the Church suffered due to Normanisation and the creation of a non-English elite. However, it is also possible to conclude that Lanfranc's priority was the Church and he instigated a revival as well as establishing institutions which would, in the longer term, clash with royal authority. Another valid view is that Lanfranc believed that reform could only be established through good rulers and so his aims ran parallel to those of William who had shown his commitment to reform and the nature of his policy previously in Normandy. The outcome was a partnership, which was ultimately of benefit to both.

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