



**General Certificate of Education  
January 2013**

**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](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 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)**

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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 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 2013

## 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 the English Church. (12 marks)

*Target: AO2(a)*

#### Levels Mark Scheme

	Nothing written worthy of credit.	<b>0</b>
<b>L1:</b>	Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b>	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	<b>3-6</b>
<b>L3:</b>	Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b>	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	<b>10-12</b>

#### Indicative content

**Note: This content is not prescriptive and 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 scope of corruption in the Church. Orderic Vitalis sees it as widespread and also regards the clergy as 'ignorant'. William of Malmesbury, on the other hand, makes the point that most of the clergy were virtuous, dedicated and effective, building on the strong traditions of the Church
- they also differ in relation to the benefit of Norman influence. Source A regards this as universally positive, reviving monasticism and restoring churches, while Source B takes

a less positive attitude, drawing attention to the despoiling and destruction of much of the fabric of the English Church.

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

- Orderic Vitalis, who spent his life in a Norman monastery, is reiterating the view spread through Norman propaganda that William invaded England with the blessing of the Pope in order to reform a corrupt English Church. This gave justification to William's actions. William of Malmesbury, on the other hand, does not take this story to be completely accurate, building as he does on earlier accounts, and claims that it is 'unjust' to view the Church in this way.

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

- both sources do agree that there had been some decline and that this was stopped by the Norman influence.

In making a judgement about the degree of difference, students may conclude that the difference lies in the personal views of the chroniclers and how far they were prepared to accept Norman propaganda.

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

How far was the Norman Conquest beneficial to the Church in England during the reign of William I?  
(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**  
William got rid of the corrupt archbishop of Canterbury and others who were guilty of bringing the Church into disrepute and appointed only 'men of learning and virtue' drawn from the school of Continental reform. More churches were provided and monasticism was renewed.
- **Source B**  
There had been some decline in the English Church but the roots were strong. Norman intervention was to cause spoliation and destruction of English tradition, as well as some hostility.
- **Source C**  
The Church was not as decadent as it was made to appear, nor did it lack learning. High offices were filled by foreigners rather than Englishmen. This changed the nature of the Church.  
The king exercised a wide degree of control which meant that secular needs were served. However, the Church did undergo reform and centralised control under Lanfranc.

From students' own knowledge:

**Factors suggesting benefits to the Church might include:**

- it was brought within the mainstream of continental Church and papal reform, rather than remaining somewhat isolated
- it benefitted materially from the building of new cathedrals and their sitings in centres of population
- the noted reformer Lanfranc was appointed as archbishop of Canterbury. He improved discipline and organisation particularly in the monastic church. Discipline was also tightened through the use of archdeacons
- there remained a degree of continuity, particularly through the use of hagiography.

**Factors suggesting less beneficial aspects might include:**

- Normanisation created a gap between the hierarchy and the parish priest. Religion was subjected to a 'class system'
- William also tightened his control through Normanisation of the Church and it was subjected to the demands of military feudalism which was to leave it open to later exploitation
- the relationship with the papacy was defined by the parameters of royal control exercised through the Canons of the Council of Lillebonne, extended to England in 1080, the creation of church courts and the existence of the primacy of Canterbury
- violence was sometimes used to force acceptance of continental usage, and monasteries were exploited for the benefit of Norman patrimonies.



**Good answers may conclude that:**

Spiritually the Church was brought into the context of continental reform, foreign abbots were appointed to enforce discipline in the monasteries, the practice of holding Church councils was adhered to and decrees relating to corrupt elements came from these to be enforced by William's new episcopacy. However, it could be concluded that in this way the English Church lost much of its essential character.

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**Question 2**

- 03** Explain why William adopted a policy of cooperation towards the English in the early years of his reign. (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 did not completely normanise England from the start.

Students might include some of the following factors:

- he was outnumbered and did not have sufficient military strength to deal with mass uprising and so depended on bringing the chief men of the kingdom over to his side
- the kingdom required continuity in local government and justice in order to bring in revenue and he relied on English administrators for this
- he still had to govern Normandy and could not leave an insecure kingdom behind him when he left for the continent.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might point out that William needed to stress the legitimacy of his claim from Edward the Confessor and so encompass little real change.

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**Question 2**

- 04** 'English rebellions were never a serious threat to Norman control.'  
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.

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

- the rebellions were largely uncoordinated from the start and appeared to have no single leader or programme
- they never involved the majority of the population and many accepted William's authority as the will of God after his coronation and anointing
- effective allies were not to be found among the Welsh, Scots or Danes; they were to prove unreliable
- the power of the Norman military machine was too great for rebels with few bases and little support.

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

- the fact that there were rebellions in different parts of the country at different times gave them a considerable 'nuisance' factor which tied up William's troops and forced him into rapid movement
- there was always a danger that outside help would prove to be the deciding factor, as competing claims to the throne still existed
- the scale of the Northern rebellion 1069–70 and the brutality of William's response shows that he did regard this threat as a major problem.

Good answers may conclude that overall, the degree of threat could be calculated by William's response. On the whole, the lack of unity, the willingness in many places to accept the new king and the efficiency of Norman control made the threats appear less of a problem. But his reaction to the situation in the North in particular, shows that he did not view such threats lightly.

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**Question 3****05** Explain why William I used sheriffs in English local government. (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 retained this particular office after the Conquest and was to extend existing powers.

Students might include some of the following factors:

- they were responsible for the collection of royal revenue and controlled the local courts
- they were loyal to the king, enforced royal orders and carried out the royal will, responding to writs
- they stressed the idea of continuity and their later replacement by Normans allowed William to establish a local aristocracy without disrupting local government.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might conclude that they were very useful in bridging the gap between English institutions and William's feudal polity.

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**Question 3**

- 06** 'The purpose of the Domesday survey was to increase royal finances.'  
Explain why you agree or disagree with this statement. (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.

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

- there was the possibility of a Danish invasion in the winter of 1085 by Canute of Denmark who had inherited the claims of Hardrada and was in alliance with

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Robert, Count of Flanders. In addition to this William could expect trouble from Malcolm Canmore and Edgar Atheling, as well as a threat on the Continent raised by Philip I of France and William's rebellious son Robert. To meet this, William had hired a mercenary army at huge cost and billeted it in England. He needed to be able to pay this army

- it gave information about land and landholders which would allow the king to exploit the financial side of military feudalism more effectively
- it would reassess the liability for geld across England and the Anglo-Saxon Chronicle records very heavy taxes during this period.

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

- no reassessment actually took place and the survey gathered far more information than this would require. Its actual arrangement did not facilitate individual geld assessments
- although the chief focus was the landholders in the shires, William would also need to find out where his feudal commanders and knights were as well as relying on a mercenary army
- earlier legal disputes in land cases showed that the tenure of much of the kingdom was in doubt and this could determine legal title to land in the future
- it can also be considered that the taking of the Oath of Salisbury in 1086 underlined the completeness of the transfer of power that Domesday established. The survey allowed William to identify and secure the loyalty of his lords.

Good answers may conclude that no contemporary explained why the survey was undertaken and historians still argue about its purpose. What it did provide, however, was the information that allowed the Normans to tighten their grip on England.