



**General Certificate of Education  
June 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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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.

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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.

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**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

June 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 army at Hastings. (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 threat presented by the English. Source A takes the view that the English army was superior in numbers, position and weaponry while Source B states that Harold had lost most of his best troops and that many men had not yet arrived
- they also differ in relation to the attitude of the English army. Source A stresses their commitment and patriotism in defending their country, even in the face of William's 'legal' claim, while Source B notes desertions and lack of support for Harold's cause.

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

- William of Poitiers, as the Conqueror's great apologist, sought to stress the glory of the Normans' victory and the brilliance of William's tactics by exaggerating the strength of the English
- he also stresses that the English defeat was inevitable due to the fact that they are seen as rebels against their lawful ruler.

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

- both sources state that the English fought bravely and with stubborn defiance, which accounted for the length of the battle.

In making a judgement about the degree of difference, students may conclude that the difference lies in the views towards the English commitment and the justice of their cause.

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

How important were Norman battle tactics in bringing about their victory at the Battle of Hastings? (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 English shield wall was an effective defence.  
The Norman cavalry enabled the use of the feigned flight.  
They were able to repeat this manoeuvre to break down the shield wall.
- **Source B**  
Harold had fought a previous battle in the north and had lost many of his housecarles.  
He had not waited for reinforcements before advancing.  
He was faced with desertions.  
Harold was killed.
- **Source C**  
The discipline and professionalism of the Norman army enabled them to carry out the complicated manoeuvres William required.  
The quality of William's leadership was better than Harold's.  
Harold had to disband the fyrd.

From students' own knowledge:

Factors suggesting reasons for the determining factor being the nature of troops:

- the nature of the fyrd meant that they had to be disbanded which affected Harold's early warning system using the ship fyrd, and his plan of defence for the coast using the land fyrd
- the shield wall held so firmly that the battle was unusually protracted and William was forced into using other tactics after the Breton retreat
- the later tactics of the archers caused Harold's death which demoralised the English.

Factors suggesting other reasons for Norman victory might include:

- Harold's decisions: The landing of Harold Hardrada and the defeat of the army of the North under Edwin and Morcar meant that Harold made the decision to march north which depleted and tired his army as well as leaving the south coast undefended. He then refused the advice of his brothers to remain for a longer period in London to gather his troops and insisted on leading the army himself which led to his death
- the preparations made: William's preparations with regard to troops and allies, including the pope appear more effective than Harold's
- timing: the time that Harold's forces were on standby and the juxtaposition of the invasions north and south weakened Harold's position
- leadership: it could be considered that because of their relative positioning, William's direct leadership of his army was more effective than Harold's.



Good answers may conclude that the retreat was the turning point in the battle and was made possible by the Norman use of cavalry. Others could make a case for any of the main factors mentioned above.

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**Question 2****03** Explain why the Danes posed a problem for 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 experienced difficulties with the Danes throughout his reign.

Students might include some of the following factors:

- King Sweyn of Denmark had been one of the claimants for the throne in 1066 and it was possible that he sought to pursue his claim by invading England, particularly during the Northern Rebellion of 1068/9
- the North had strong Scandinavian connections as it had been an area of settlement since the time of Ethelred – it was the Danelaw and there were strong social and economic links binding it to the kingdoms across the North Sea. Support could be found here among the locals
- there was a long tradition of Danish raids on the east coast with monasteries and abbeys plundered. This did not stop as was shown by the raid on the abbey of Peterborough in 1070

- English rebels viewed the Danes as allies and they were present in England during the rebellions of 1069–70 and that of 1072
- Harold himself was half Danish – his mother was the Danish princess Gytha – and his sons by Edith Swan Neck took refuge with their kin in the Danish town of Dublin. They were to raid the west coast in 1067 and 1068
- the Danes were really the only people to cause problems throughout William's reign. It was their threatened invasion in 1085 that led to the inquiries that created the Domesday Book.

To reach higher levels, students will need to either show the inter-relationship of the reasons given. For example, they might point out that it was the long connection of the Danes with England that led to this involvement or they could point out that the Danes were more active at the start of William's reign when English resistance was rife and the kingdom unsettled. This gave them the opportunity to continue their traditional raids across the North Sea. The involvement was to decrease significantly in the longer term as William confirmed his control of England.

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**Question 2**

- 04** 'William's purpose in organising his baronage was simply to provide military service.'  
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 nature of the conquest meant that he needed an army but could not afford to finance and supply a purely royal force, The use of quotas solved this
- the timing of its introduction (c1072) at the time of the apparent Scottish invasion might show these thoughts were uppermost in his mind and the failure of the northern earls had given him more land to distribute in this way
- the fact that the system incorporated castles held by appointed castellans meant that it could be used as a method of pacification and extending the conquest.

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

- land was given as the reward he had promised his followers and was an important exercise in royal patronage
- the system acted as a form of government and administration which he was familiar with from Normandy, providing feudal courts and bringing in revenues in the form of aids and incidents.

Good answers may conclude that overall, it set up a structured society which served royal interests and as such was an important method in ensuring control; every vassal was a link in the chain that led to the king, underlined by the Oath of Salisbury 1086.

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**Question 3**

**05** Explain why Lanfranc was made Primate of Britain in 1072. (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 Lanfranc, already archbishop of Canterbury, received the title and role of head of the English Church

Students might include some of the following factors:

- Lanfranc's personal ambition caused him to pursue this role
- Lanfranc's personal status was high in European circles due to his piety and learning. He would be an excellent figurehead for William
- there were personal reasons why it was actually Lanfranc as he had worked closely with William before he became king in the Norman Church and so the king recognised that he was the right man for the job
- the authority of the archbishop of York could prove a danger given the Scottish and Scandinavian activity in the north and William did not wish to see a rival crowned. This authority would rest with the primate
- it helped to establish the theoretical overlordship of William in Wales and Ireland, while Lanfranc's role in relation to Scotland extended reform and cooperation there

- there was an English precedent regarding the right of Canterbury to claim this role which had been established by St. Augustine
- William needed someone to coordinate and consolidate a programme of reform throughout the English Church.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might conclude that in the aftermath of the conquest William needed a single authority figure to stress control over all aspects of the Church and to ensure unity under the new regime or they could categorise the reasons into personal and political themes.

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**Question 3**

- 06** 'William cooperated with the papacy throughout his reign.'  
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 William's political needs were paramount in his dealings with the papacy.



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

- the support of the papacy legitimised his conquest in 1066 when Gilbert of Liseux was sent to the curia to emphasise Harold's perjury and the schismatic nature of Stigand's appointment. William received the papal banner in return for his cooperation in reforming the outdated and apparently corrupt English Church
- in 1070 he was re-crowned by papal legates who also deposed some English prelates – including Stigand – and approved the decrees of the councils of Winchester and Windsor
- William was genuinely interested in reform as the Church councils held during his reign demonstrate
- Lanfranc was a papally sponsored candidate for the archbishopric of Canterbury in spite of his own reluctance, due to his high international standing in the Church
- Church courts introduced by William c1072 removed long standing lay interference in Church affairs and the diversion of fines into lay hands at local level
- trial by Ordeal was taken from the sheriffs control and given to bishops.

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

- when the debts were called in (1080), William rejected the papal demand for fealty, although he did agree to pay Peter's Pence. However, he made the point that this was to be viewed in the light of alms, rather than tribute
- the introduction of the Canons of the Council of Lillebonne to England (1080) restricted communication between the prelacy in England and the papacy. William controlled communication with the pope, approved the measures laid down in ecclesiastical synods and only by his leave could excommunication be used on his barons and ministers
- with royal approval, Lanfranc's policy was not pro-papal. While he needed some papal support for his claims to primacy he was not prepared to accept an extension of papal authority over his own and only went to Rome once (1071) to receive his pallium. All attempts to get him to attend the Lenten synods were ignored.

Good answers may conclude that overall, William was not prepared to countenance papal attempts to set the agenda for his dealings with the English Church, nor was he prepared to be more than a supporter or friend. However, some of the reforms he did introduce not only followed papal ideas but also unwittingly removed an influential section of the population from direct royal control.