



GCE

History A

Y102/01: Anglo-Saxon England and the Norman Conquest

1035-1107

Advanced GCE

Mark Scheme for June 2019

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

| Annotation | Meaning of annotation |
|---|--|
| BP | Blank Page |
| | Highlight |
| Off-page comment | |
| A | Assertion |
| AN | Analysis |
| EVAL | Evaluation |
| EXP | Explanation |
| F | Factor |
| ILL | Illustrates/Describes |
| IRRL | Irrelevant, a significant amount of material that does not answer the question |
| J | Judgement |
| KU | Knowledge and understanding |
| P | Provenance |
| SC | Simple comment |
|  | Unclear |
| V | View |

MARK SCHEME Section A

| Question | Answer/Indicative content | Mark | Guidance |
|----------|---|------|--|
| 1 | <p>Using these four sources in their historical context, assess how far they support the view that the reign of Henry I was welcomed in England.</p> <ul style="list-style-type: none"> • In discussing how Source A supports the view, candidates might refer to the promises which Henry made which gave people hope for the future. • In discussing the provenance of Source A, answers might comment that Eadmer was a friend and admirer of Anselm, who had been in exile under William II, and so welcomed the new king. • In discussing the historical context of Source A, answers might refer to the misdemeanours of William II and argue that any change was to be welcomed. • In discussing how Source B does partly support the view, candidates might refer to the likely popularity of removing taxes and releasing barons who were in confinement. They could also suggest that the welcome was not universal as some barons had to be appeased. • In discussing the provenance of Source B, answers might comment that William, as a monk, was likely to be hostile to the godless William. • In discussing the historical context of Source B, answers might argue that Henry's Coronation Charter was a wily move to gain popularity. • In discussing how Source C does not support the view, candidates might refer to the level of support for Robert from leading nobles as well as the disgraced Ranulf Flambard. | 30 | <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement about the issue in the question. • To be valid judgements they must be supported by accurate and relevant material. • At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources in line with the descriptions in the levels mark scheme. |

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| <p>2*</p> | | <p> <ul style="list-style-type: none"> • In discussing the provenance of Source C, answers might argue that the monk was hostile to Ranulf, whom he saw as an unworthy holder of the office of bishop. • In discussing the historical context of Source C, answers might refer to the situation where Robert had a claim to the throne and to the fickle nature of the nobility who changed sides according to where they perceived their own interests to lie. • In discussing how Source D does not support the view, candidates might refer to the threat Henry presented to mighty nobles like Robert of Belleme. • In discussing the provenance of Source D, answers might comment on the author being a monk and not very sympathetic to rebels. • In discussing the historical context of Source D, answers might refer to the exiling of Robert of Belleme as a violation of the agreement made between Henry and Robert, where the supporters of each party were guaranteed their property. <p>Mark Scheme Section B</p> <p>How far was William of Normandy’s victory at Hastings</p> </p> | <p>20</p> | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up |
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| <p>3*</p> | | <p>the result of errors made by Harold II?</p> <p>In arguing that Harold’s errors were the main factor:</p> <ul style="list-style-type: none"> • Answers might consider that Harold decided to return to the south coast immediately after the battle of Stamford Bridge. • Answers might consider that Harold did not wait to collect more troops but went straight on to fight William. • Answers might suggest that Harold’s army was tired and lacked some of its best fighters as a result of Harold’s decisions. • Answers might refer to Harold’s inability to stop his men charging downhill and so losing the advantage of their position. <p>In arguing that other factors were the cause:</p> <ul style="list-style-type: none"> • Answers might suggest that William was very well prepared and supplied. • Answers might consider that William was fortunate when the wind changed and that Harold was not defending the south coast when the Normans arrived. • Answers might consider that the support of the papacy was very helpful to William. • Answers might argue that William showed better leadership qualities and tactical skill on the battlefield than Harold. • Answers might suggest that the death of Harold made William’s victory complete. <p>‘Norman men and Norman methods replaced Anglo-Saxon men and methods in the government of England after 1066.’ Assess this view.</p> | <p>20</p> | <p>the importance of the factors but at Level 4 may simply list the factors.</p> <ul style="list-style-type: none"> • At Level 5 and above there will be judgement as to the relative importance of the reasons. • At higher levels candidates might establish criteria against which to judge the importance of the reason. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme. <p>• No set answer is expected.</p> <p>• At higher levels, candidates will focus on weighing up the factors but at level 4 may simply list factors.</p> |
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| | | <p>In arguing that Normans predominated:</p> <ul style="list-style-type: none"> • Answers might consider that William was a Norman and replaced an Anglo-Saxon king. • Answers might consider that by the end of the reign the royal household was dominated by Normans and most of the sheriffs were Normans. • Answers might argue that William appointed Odo of Bayeux and William FitzOsbern, both Normans, as regents when he returned to Normandy. • Answers might argue that William introduced the forest law to England, where it was previously unknown. • Answers might suggest that William enforced the <i>murdrum</i> fine when Englishmen killed Normans. • Answers might suggest that William extracted much more money in taxation than the Anglo-Saxon kings ever did. <p>In arguing that Anglo-Saxon methods continued:</p> <ul style="list-style-type: none"> • Answers might refer to the use of writs and administration through shires and sheriffs and hundreds. • Answers might consider that traditional English laws like trial by ordeal were still in use. • Answers might suggest that William maintained the Anglo-Saxon coinage and taxation system, which had been efficient enough to raise large amounts of Danegeld. • Answers might consider that the royal household remained peripatetic. • Answers might consider that the core of the royal army still came from the royal household. • Answers might suggest that the structure of local government – shires and hundreds – remained the same | | <ul style="list-style-type: none"> • At Level 5 and above there will be judgement as to how far the view is sound. • At higher levels candidates might establish criteria against which to judge importance. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with descriptions in the levels mark scheme. |
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