



PG ONLINE



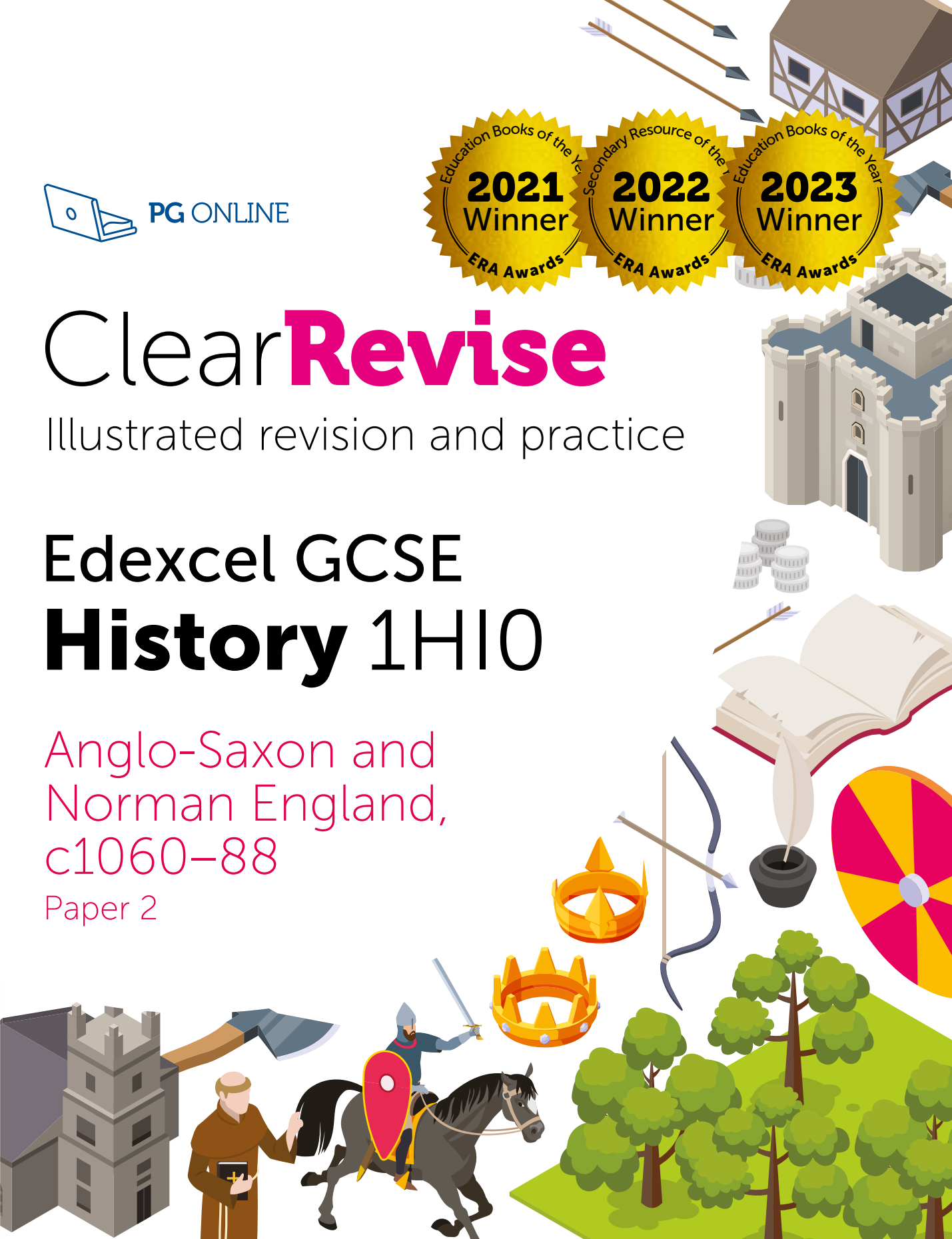
Clear**Revise**

Illustrated revision and practice

Edexcel GCSE **History** 1HI0

Anglo-Saxon and
Norman England,
c1060–88

Paper 2



Clear**Revise**[®]

Edexcel GCSE

History 1HI0

Illustrated revision and practice

Option B1:

Anglo-Saxon and Norman England, c1060–88

Published by
PG Online Limited
The Old Coach House
35 Main Road
Tolpuddle
Dorset
DT2 7EW
United Kingdom

sales@pgonline.co.uk
www.clearrevise.com
www.pgonline.co.uk
2024



PG ONLINE

PREFACE

Absolute clarity! That's the aim.

This is everything you need to ace the British depth study component of Paper 2 and beam with pride. Each topic is laid out in a beautifully illustrated format that is clear, approachable and as concise and simple as possible.

Each section of the specification is clearly indicated to help you cross-reference your revision. The checklist on the contents pages will help you keep track of what you have already worked through and what's left before the big day.

We have included worked exam-style questions with answers. There is also a set of exam-style questions at the end of each section for you to practise writing answers. You can check your answers against those given at the end of the book.

LEVELS OF LEARNING

Based on the degree to which you are able to truly understand a new topic, we recommend that you work in stages. Start by reading a short explanation of something, then try and recall what you've just read. This will have limited effect if you stop there but it aids the next stage. Question everything. Write down your own summary and then complete and mark a related exam-style question. Cover up the answers if necessary but learn from them once you've seen them. Lastly, teach someone else. Explain the topic in a way that they can understand. Have a go at the different practice questions – they offer an insight into how and where marks are awarded.

ACKNOWLEDGEMENTS

Every effort has been made to trace and acknowledge ownership of copyright. The publishers will be happy to make any future amendments with copyright owners that it has not been possible to contact. The publisher would like to thank the following companies and individuals who granted permission for the use of their images in this textbook.

All images not mentioned below © Shutterstock

Page 4 — Replica Anglo-Saxon village © Archimage / Alamy Stock Photo

Page 14 — King Harold I © Chronicle / Alamy Stock Photo

Page 17 — Bayeux Tapestry showing Harold's death © Shawshots / Alamy Stock Photo

Page 21 — Silver penny of William I © Heritage Image Partnership Ltd / Alamy Stock Photo

Page 37 — Stigand on the Bayeux Tapestry © Archivah / Alamy Stock Photo

Page 48 — Domesday Book reproduced from opendomesday.org

Page 50 — Steps leading to Trinity Chapel inside Canterbury Cathedral © makasana photo / Shutterstock

Page 51 — Odo and William on the Bayeux Tapestry © funkyfood London - Paul Williams / Alamy Stock Photo

Page 52 — William the Conqueror © GL Archive / Alamy Stock Photo

Page 54 — Robert Curthose © Heritage Image Partnership Ltd / Alamy Stock Photo

First edition 2024 10 9 8 7 6 5 4 3 2 1

A catalogue entry for this book is available from the British Library

ISBN: 978-1-910523-87-2

Copyright © PG Online 2024

All rights reserved

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior written permission of the copyright owner.

This product is made of material from well-managed FSC®-certified forests, recycled materials, and other controlled sources.

Printed by Bell & Bain Ltd, Glasgow, UK.



THE SCIENCE OF REVISION

Illustrations and words

Research has shown that revising with words and pictures doubles the quality of responses by students.¹ This is known as 'dual-coding' because it provides two ways of fetching the information from our brain. The improvement in responses is particularly apparent in students when they are asked to apply their knowledge to different problems. Recall, application and judgement are all specifically and carefully assessed in public examination questions.

Retrieval of information

Retrieval practice encourages students to come up with answers to questions.² The closer the question is to one you might see in a real examination, the better. Also, the closer the environment in which a student revises is to the 'examination environment', the better. Students who had a test 2–7 days away did 30% better using retrieval practice than students who simply read, or repeatedly reread material. Students who were expected to teach the content to someone else after their revision period did better still.³ What was found to be most interesting in other studies is that students using retrieval methods and testing for revision were also more resilient to the introduction of stress.⁴

Ebbinghaus' forgetting curve and spaced learning

Ebbinghaus' 140-year-old study examined the rate at which we forget things over time. The findings still hold true. However, the act of forgetting facts and techniques and relearning them is what cements them into the brain.⁵ Spacing out revision is more effective than cramming – we know that, but students should also know that the space between revisiting material should vary depending on how far away the examination is. A cyclical approach is required. An examination 12 months away necessitates revisiting covered material about once a month. A test in 30 days should have topics revisited every 3 days – intervals of roughly a tenth of the time available.⁶

Summary

Students: the more tests and past questions you do, in an environment as close to examination conditions as possible, the better you are likely to perform on the day. If you prefer to listen to music while you revise, tunes without lyrics will be far less detrimental to your memory and retention. Silence is most effective.⁵ If you choose to study with friends, choose carefully – effort is contagious.⁷

1. Mayer, R. E., & Anderson, R. B. (1991). Animations need narrations: An experimental test of dual-coding hypothesis. *Journal of Education Psychology*, (83)4, 484–490.
2. Roediger III, H. L., & Karpicke, J.D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17(3), 249–255.
3. Nestojko, J., Bui, D., Kornell, N. & Bjork, E. (2014). Expecting to teach enhances learning and organisation of knowledge in free recall of text passages. *Memory and Cognition*, 42(7), 1038–1048.
4. Smith, A. M., Floerke, V. A., & Thomas, A. K. (2016) Retrieval practice protects memory against acute stress. *Science*, 354(6315), 1046–1048.
5. Perham, N., & Currie, H. (2014). Does listening to preferred music improve comprehension performance? *Applied Cognitive Psychology*, 28(2), 279–284.
6. Cepeda, N. J., Vul, E., Rohrer, D., Wixted, J. T. & Pashler, H. (2008). Spacing effects in learning a temporal ridgeline of optimal retention. *Psychological Science*, 19(11), 1095–1102.
7. Busch, B. & Watson, E. (2019), *The Science of Learning*, 1st ed. Routledge.

CONTENTS

Option B1 Anglo-Saxon and Norman England, c1060–88

Key topic 1 Anglo-Saxon England and the Norman Conquest, 1060–66

Specification point		<input checked="" type="checkbox"/>
1.1.1 The Anglo-Saxon monarchy, government and legal system.....	2	<input type="checkbox"/>
1.1.2 Anglo-Saxon society and economy.....	4	<input type="checkbox"/>
1.1.2 The influence of the Church	6	<input type="checkbox"/>
1.2.1 The House of Godwin	8	<input type="checkbox"/>
1.2.2 Harold's embassy to Normandy	11	<input type="checkbox"/>
1.2.2 Tostig's exile and the death of King Edward	12	<input type="checkbox"/>
1.3.1 The claimants to the throne.....	13	<input type="checkbox"/>
1.3.2 The reign of Harold Godwinson	14	<input type="checkbox"/>
1.3.3 The Battles of Gate Fulford and Stamford Bridge.....	16	<input type="checkbox"/>
1.4.1-2 The Battle of Hastings	17	<input type="checkbox"/>
Examination practice	19	

Key topic 2 William I in power: securing the kingdom, 1066–87

Specification point		<input checked="" type="checkbox"/>
2.1.1-2 Establishing control.....	20	<input type="checkbox"/>
2.1.3 Norman castles	22	<input type="checkbox"/>
2.2.1 Anglo-Saxon resistance	24	<input type="checkbox"/>
2.3.1 The Harrying of the North, 1069–70	26	<input type="checkbox"/>
2.3.2 Changes in landownership, 1066–87.....	28	<input type="checkbox"/>
2.4.1-2 Revolt of the Earls, 1075.....	30	<input type="checkbox"/>
Examination practice	33	

Key topic 3 Norman England, 1066–88

Specification point

3.1.1	The feudal hierarchy.....	34	<input checked="" type="checkbox"/>
3.1.2	The Church in England.....	36	<input type="checkbox"/>
3.1.3	The extent of change to Anglo-Saxon society and economy.....	40	<input type="checkbox"/>
3.2.1	Changes to government.....	42	<input type="checkbox"/>
3.2.2	Sheriffs and the demesne.....	44	<input type="checkbox"/>
3.2.2	The significance of the 'forest'.....	46	<input type="checkbox"/>
3.2.3	The significance of the Domesday Survey and Domesday Book.....	48	<input type="checkbox"/>
3.3.1	The culture and language of the Norman aristocracy.....	50	<input type="checkbox"/>
3.3.2	The significance of Bishop Odo.....	51	<input type="checkbox"/>
3.4.1	William's character and personality.....	52	<input type="checkbox"/>
3.4.1	William's relationship with Robert.....	54	<input type="checkbox"/>
3.4.2	William's death and the disputed succession.....	55	<input type="checkbox"/>

Examination practice.....56

Examination practice answers..... 57

Levels-based mark schemes for extended response questions..... 61

Index..... 63

Examination tips.....65

MARK ALLOCATIONS

Green mark allocations^[1] on answers to 2-mark questions throughout this guide help to indicate where marks are gained within the answers. A bracketed '1' e.g. ^[1] = one valid point worthy of a mark. There are often many more points to make than there are marks available so you have more opportunities to max out your answers than you may think.

Higher mark questions require extended responses. These answers should be marked as a whole in accordance with the levels of response guidance on **pages 61–62**.

Understanding the specification reference tabs

This number refers to the key topic. In this example, *William I in power: securing the kingdom, 1066–87*.

This number refers to the subtopic. In this example, *Establishing control*.

2.1.1

This number refers to the bullet point. In this example, *The submission of the earls, 1066*.

THE EXAM

Paper 2 is split across two booklets. Booklet P is the Period Study and Booklet B is the British Depth Study. This revision guide covers Booklet B1. The questions follow the same format every year, so make sure you're familiar with them before the big day.

Q1 'Describe one feature of...'

This question tests your **knowledge** of key features of the period. The question is split into part (a) and part (b). Each part is worth two marks and you will be awarded one mark for identifying a feature and one mark for supporting information for each feature. Since this question is only worth four marks, don't spend too long on it.

Q2 'Explain why...'

This question tests your understanding of **causation** (**why** something happened). You need to use your own knowledge, but there will be two stimulus points to help you. To get top marks, you need to include information that goes beyond these stimulus points. This question is worth 12 marks, so make sure your answer includes sufficient detail.

Q3 / 4 'How far do you agree...'

You can choose to answer **either** Q3 **or** Q4. Both questions will give a statement, and you need to say how far you agree with it. This question is worth 16 marks and it tests your knowledge of **cause, consequence, change, continuity, significance, similarity** and **difference**. You'll be given two stimulus points, but you also need to include your own knowledge to secure the top marks. Your answer needs to reach a judgement and it must be justified with supporting evidence.



TOPICS FOR PAPER 2

BRITISH DEPTH STUDY

Option B1:

Anglo-Saxon and Norman England, c1060–88

Information about Paper 2

Written exam: 1 hour 50 minutes (This includes the Period study)

64 marks (32 marks for each of the British Depth study and the Period study)

40% of the qualification grade (20% for each of the British Depth study and the Period study)

Specification coverage

Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66

Key topic 2: William I in power: securing the kingdom, 1066–87

Key topic 3: Norman England, 1066–88

Questions

Answer questions 1(a), 1(b), 2 and either 3 or 4

ANGLO-SAXON SOCIETY AND ECONOMY

In 1060, the population of England was about 2 million people. About 90% of the population lived in villages and farmed the land.

Anglo-Saxon villages

Houses



Anglo-Saxon villages were much smaller than villages today. Each village had about 12 houses owned by peasants and ceorls. Houses were made of **wattle and daub** (sticks and mud), and were usually just one room, divided into different areas for cooking, sleeping and eating. A fire in the centre would be used to heat food and provide warmth, and smoke would escape through a hole in the roof. Livestock could be kept inside a house (to keep them safe or if the weather was cold).

Church



Religion was an important part of Anglo-Saxon life (see **page 6**), so most villages had a church nearby.

Livestock



Anglo-Saxons kept pigs, chickens, cows and sheep for meat, milk and wool.

Farmland



Most peasants relied on agriculture for survival. They farmed the land, growing just enough crops to feed themselves, trade for other goods or give to their lord. This is known as **subsistence farming**.

Most villagers exchanged goods rather than using money.



A replica Anglo-Saxon village

Estate of the earl or thegn



The local earl or thegn might live nearby. They had larger houses where they lived and slept, as well as other buildings, such as storehouses for food, stables for horses and living quarters for their servants.

Anglo-Saxon towns

Approximately 10% of the population lived in a town (called a **burh**), and in 1060 there were only 100 towns in England. They were larger than villages but still smaller than most towns today. As well as houses, churches, livestock and farmland, most towns also had:

The word 'burh' can still be seen in some place names, such as Edinburgh and Shrewsbury.

Walls



Defensive walls were built around towns to protect residents from attacks. A gate controlled who could come in and out of the town.

Market



People would come from the surrounding villages to trade, buy and sell items at the weekly market.

Craftsmen



Craftsmen who worked with gold, pottery, iron or textiles often had workshops in towns and sold their goods at a market.

Mint



Some towns had a mint, where currency was made.

Port



Many towns were built by the coast or beside a large river, so they had ports where ships could export and import goods to and from other countries. For example, silver for coins came from Germany.

Money was more widely used in towns, but exchanging goods also occurred. Coins were more often used for large purchases, such as livestock.

Describe **one** feature of Anglo-Saxon villages. [2]

One feature of Anglo-Saxon villages was that each village usually consisted of about 12 houses.^[1] These houses were made from wattle and daub.^[1]



CHANGES IN LAND OWNERSHIP, 1066–87

Anglo-Saxon resistance at the start of William's rule encouraged him to reduce the power of the Anglo-Saxon nobility.

Key features

When William first became king, he declared that he owned all the land in England. Initially, he attempted to keep Anglo-Saxon nobles loyal by allowing them to keep their land and titles. However, following the Anglo-Saxon uprisings, he changed his approach.

- Since William owned all the land in England, anyone who held land became a **tenant-in-chief** (see **page 34** for more) who held land at the discretion of the king. If a landholder displeased William, he could take their land (and therefore their power) away from them.
- He confiscated land from Anglo-Saxon nobles who didn't support him and gave it to loyal Normans instead.
- He used inheritance laws to take control of Anglo-Saxon land. When an Anglo-Saxon noble died, control of the land reverted to the Crown, rather than the noble's family. This allowed William to give this land to a Norman family instead.
- Anglo-Saxon earldoms had covered large areas. William split them into new, smaller earldoms. This limited the amount of land held by any one person (which meant they were less of a threat) and created new titles he could use to reward his loyal Norman nobles.
- William leased approximately 25% of the land in England to the Church. He appointed more Normans to Church positions (see **page 38** for more).

By 1087, less than 5% of land was held by Anglo-Saxon nobles.

Impacts

Giving Anglo-Saxon land and titles to Normans reduced the power of the Anglo-Saxon nobles and encouraged loyalty from Norman nobles.

Limiting the amount of land held by one family meant nobles couldn't become too powerful and challenge William's authority.

Smaller estates were easier to control and defend in case of invasion.

Introducing the system of tenants-in-chief meant that landownership was a privilege, not a right. This encouraged loyalty to William from landowners.

However, discontentment towards landownership was a key cause of the Revolt of the Earls in 1075, see **page 30**.

Explain why changes to land ownership helped William maintain control.

You **may** use the following in your answer:

- tenants-in-chief
- Norman nobility

You **must** also use information of your own.

[12]

Your answer may include:

tenants-in-chief:

- *When William became king he declared ownership of all the land in England. He allowed tenants-in-chief to hold land on his behalf, but he could confiscate land if they displeased him. This encouraged landholders to stay loyal to William.*

Norman nobility:

- *William gave land that had been held by Anglo-Saxon nobles to Normans. This helped to ensure Norman loyalty and decreased the power of the Anglo-Saxons who could threaten his rule.*

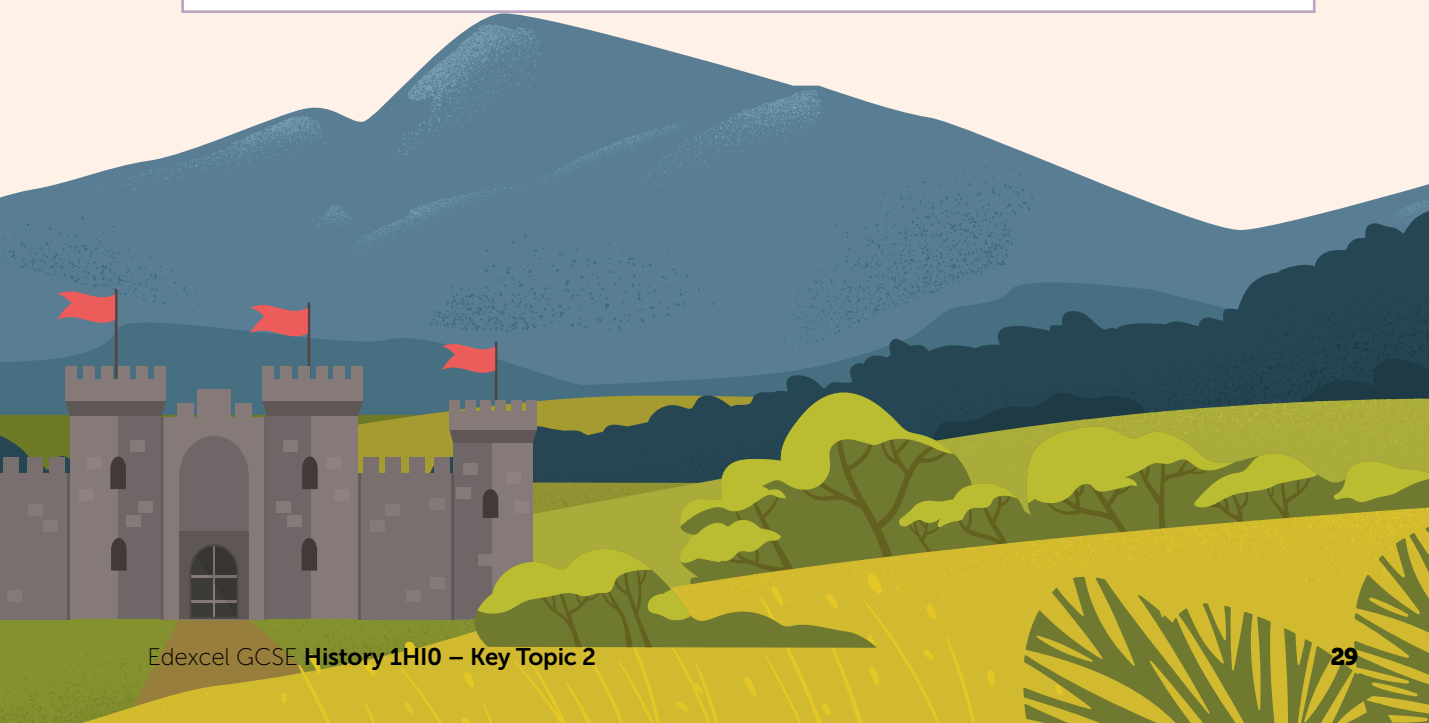
Other information:

- *William split Anglo-Saxon earldoms into smaller areas. This meant he had more land to give to his loyal supporters, but also meant landholders were less powerful than before. Smaller earldoms were also easier to control, which was important for dealing with rebellions.*
- *Creating the Marcher Earldoms helped William maintain control of the border with Wales.*
- *William used inheritance laws to take control of Anglo-Saxon land and give it to loyal Normans.*

This question should be marked in accordance with the levels-based mark scheme on page 61.



Make sure your answer to this question is in paragraphs and full sentences. Bullet points have been used in this example answer to suggest some information you could include. To get top marks, you need to include information other than the bullet points in the question.



EXAMINATION PRACTICE

Instructions and information:

- This page follows the format of the examination.
- The total mark for this section of the paper is 32. The marks for each question are shown in brackets.
- You must answer 1(a), 1(b), 2 and one from either 3 or 4.
- You should allow roughly 50 minutes to answer the questions below.
- Write your answers on a separate sheet of paper using black ink.

- (a) Describe **one** feature of the Marcher Earldoms. [2]
 - (b) Describe **one** feature of the Harrying of the North. [2]
- Explain why the Revolt of the Earls (1075) failed.
You **may** use the following in your answer:
 - Danish forces
 - Waltheof, Earl of NorthumbriaYou **must** also use your own knowledge. [12]
- "The main reason for the submission of the earls (1066) was the strength of William's army".
How far do you agree? Explain your answer.
You **may** use the following in your answer:
 - the Battle of Hastings
 - Edgar the AethlingYou **must** also use your own knowledge. [16]
- "The main reason William built castles was to remind Anglo-Saxons of Norman power".
How far do you agree? Explain your answer.
You **may** use the following in your answer:
 - the Welsh Marches
 - Anglo-Saxon rebellionsYou **must** also use your own knowledge. [16]

THE EXTENT OF CHANGE TO ANGLO-SAXON SOCIETY AND ECONOMY

The impact of the Norman Conquest was different in villages and towns.

Continuity in Norman villages

After the Norman Conquest, life for Anglo-Saxon peasants in villages was largely the same.



Peasants were still expected to spend long hours doing hard, physical labour farming the land.



They had very little leisure time, and were only allowed days off on Holy days.



Religion remained an important part of Anglo-Saxon life, and religious practices were largely unchanged.



Life was impacted by the agricultural cycle and whether the harvest was good or not.



Medical knowledge was limited and largely ineffective, so life expectancy was low.



Almost all aspects of a peasant's life were controlled by their lord. The lord expected a share of their crops and could dictate where they went and whom they married.

Change in Norman villages

There were some changes to Norman villages.



Slavery began to decline under the Normans. Records show there were fewer slaves in England in 1086 than in 1066.



Villages in the north were severely affected by the Harrying of the North (see [page 26](#)).

Life in Norman towns

The Norman Conquest had a bigger impact on towns.



The Norman Conquest and subsequent rebellions caused considerable damage to towns: buildings were destroyed in the fighting, and industry was disrupted. However, as William stabilised his rule, towns began to recover.



William built cathedrals and castles which created work for local craftsmen and brought money to the town.



New towns sprang up around castles, so the number of towns increased.



Castles provided a secure place to trade, so new markets were established in castles which boosted the local economy.



Castles needed soldiers which increased the demand for goods and services.



The population of towns grew to meet this demand.

Changes to Anglo-Saxon economy

The Anglo-Saxon rulers of England had established trade links with Scandinavian countries. However, after the Norman Conquest, trade between the English and the Norse decreased, but they were replaced with trade links between England and Normandy.

The new trade links with Normandy created more, larger and wealthier towns along the southern coast. This created a wealth divide between towns in the south and towns in the north, especially following the Harrying of the North (see **page 26**).

The main English export was wool, and the largest imports were wine and textiles.

Describe **one** feature of England's economy following the Norman Conquest.

[2]

One feature of England's economy following the Norman Conquest was that trade with Normandy increased. ^[1] This particularly benefited towns along the southern coast. ^[1]

THE SIGNIFICANCE OF THE 'FOREST'

William introduced the 'forest' so he could hunt, but it had financial benefits too.

Introduction of the 'forest'

Prior to 1066, many forests were considered common land: land that could be freely used by anyone. Poorer members of society depended on these forests for their survival, as they allowed people to:



Gather wood for firewood and construction materials.



Raise livestock for food and goods to trade or sell, e.g. wool.

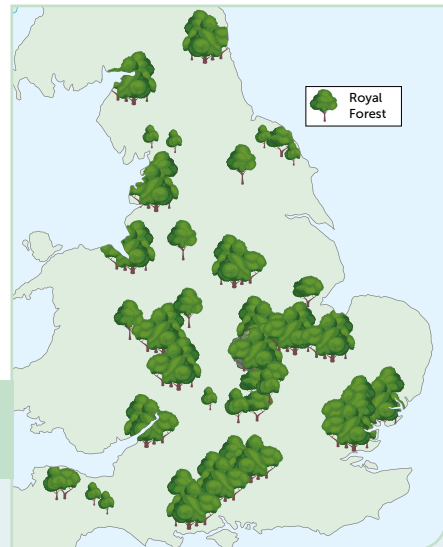


Hunt wild animals such as deer or rabbits for food.

William enjoyed hunting, especially deer, so when he became king he confiscated land to make the '**forest**' (which, along with woodland, included heaths and moors). He took control of approximately 20 areas of 'forest', along with everything on it.

He introduced the **Forest Laws** to restrict access to this land and protect its *vert* and *venison* (foliage and deer). The forest law was a separate legal system and had its own courts and officers. **Foresters** would patrol the 'forest' for illegal activity, and punishments for those caught included fines, mutilation (e.g. blinding) and execution.

A map showing the extent of the 'forest'.



Significance of the 'forest' for William

The 'forest' gave William the freedom to hunt in areas across England, but it also generated income:

- The 'forest' increased the royal demesne, which meant William could gather more rent.
- He charged nobles to hunt in the 'forest'.
- Anyone caught breaking forest laws might have to pay him a fine.
- He could profit from the natural resources of the 'forest', such as timber and iron ore.

The 'forest' and the Forest Laws also demonstrated William's power: he was able to seize the land he wanted, and punish people who didn't respect his ownership of the 'forest'.

Significance of the 'forest' for others

The introduction of the 'forest' caused resentment amongst nobles and peasants.



Anglo-Saxons who had been living on land that became the 'forest' were evicted and made homeless. In the New Forest, 500 families were driven off land.



Nobles resented having to pay a fee to hunt in the 'forest'.



The 'forest' restricted some people's access to land which was important for their survival. If they were caught trying to use this land, the punishments could be severe.

Explain why the introduction of the 'forest' helped to generate more income for William.

You **may** use the following in your answer:

- demesne
- fines

You **must** also use your own knowledge.

[12]

Your answer may include:

demesne:

- The introduction of the 'forest' increased the royal demesne. William seized around 20 areas of common land, and this land generated income through rent.

fines:

- William introduced the Forest Laws to protect the vert and venison of the 'forest'. Anyone caught poaching, felling wood or trespassing could be fined which was paid directly to William.

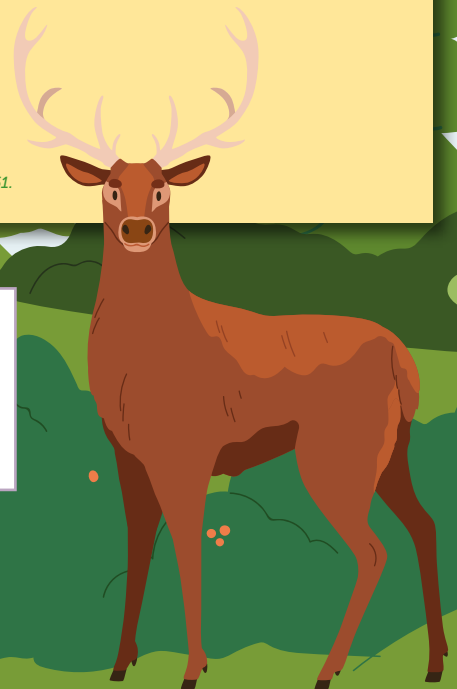
Other information:

- William also owned everything on 'forest' land, so he was able to profit from the natural resources, such as timber, and mineral deposits, such as iron.
- William charged nobles to hunt in 'the forest'.

This question should be marked in accordance with the levels-based mark scheme on page 61.



Make sure your answer to this question is in paragraphs and full sentences. Bullet points have been used in this example answer to suggest some information you could include. To get top marks, you need to include information other than the bullet points in the question.



EXAMINATION PRACTICE ANSWERS

Key Topic 1

1. (a) Your answer may include: [2]
One feature of Anglo-Saxon towns was that they were often built near a river or on the coast. This meant that they could use ports to import and export goods.
- (b) Your answer may include: [2]
One feature of Anglo-Saxon tactics at the Battle of Hastings was that Harold relied on a defensive strategy. He positioned his men on a ridge which was difficult for the Normans to attack, and his men formed a shield wall.
2. Your answer may include: [12]
Since King Edward died without an heir, this created a succession crisis in England in 1066. There were four claimants to the throne, and one of those claimants was William, Duke of Normandy.
William was a distant relative of King Edward's, so he had a blood tie to the English throne. King Edward had also spent twenty years in exile in Normandy, so William had a close relationship with Edward before he became king. This relationship led to William's claim that, during Harold's embassy to Normandy in 1065, Edward had declared him successor to the throne and Harold had sworn an oath of loyalty to him. When Harold became King of England in 1066, William was able to denounce Harold as an oathbreaker.
William's claim was also supported by the Pope. Since religion was an incredibly important part of life in the 11th century, many people interpreted this Papal support as William's claim having God's blessing, so people believed he was the rightful heir to the throne.
As Duke of Normandy, William had experience of being a ruler, and he also had military experience. Being a strong military leader was an important characteristic for rulers in the 11th century, so this strengthened his claim to the throne.
3. Your answer may include: [16]
Heavy taxation was certainly a contributing factor to the uprising against Tostig in 1065. Traditionally, Northumbrians had paid lower taxes than elsewhere in England, so when Tostig, Earl of Northumbria, introduced higher taxes, many Northumbrians were unhappy and resented him. However, higher taxation wasn't the only reason for the uprising.
Firstly, many Northumbrians were descended from Vikings, and they had customs which were unique to the north. Many Northumbrians were unhappy that a southern Anglo-Saxon who didn't share their heritage was their lord.
Secondly, Northumbrians were also unhappy that Tostig abused his power. Tostig had ordered the deaths of several powerful Northumbrian nobles to secure his position. This caused resentment from other Northumbrian nobles, and they also feared that their own positions were not secure while Tostig was Earl of Northumbria.
Thirdly, Northumbrians were also unhappy with Tostig's response to King Malcolm III's attack of Northumbria in 1061. Tostig hadn't adequately protected his people, which was seen as an important aspect of being an earl.
Finally, the people of Northumbria wanted to replace Tostig with Morcar. This suggests that they thought that Morcar would be a better earl than Tostig.
In conclusion, although heavy taxation contributed to the uprising against Tostig, it wasn't the only reason. I believe that Tostig's abuse of power was the main cause of the revolt, as this was a direct attack on the security of the powerful Northumbrian thegns, and the rebellion needed the support of the thegns so that they would amass troops against Tostig.
4. Your answer may include: [16]
I agree that Harold Godwinson was able to gain power because King Edward was a weak ruler. For example, Harold's brother Tostig, was popular with King Edward, and Harold recognised that Tostig might have challenged Harold for the throne upon Edward's death. To remove this threat, Harold helped Morcar overthrow Tostig to become Earl of Northumbria against King Edward's wishes. King Edward didn't punish Harold for disobeying him, which proved he was a weak king who was unprepared to stand up to Harold.
Another weakness of King Edward was that he didn't provide an heir to the English throne. This allowed the Godwin family to amass power because Edward didn't have sons who could control earldoms on behalf of their father. Edward's childlessness created a succession crisis in 1066 that Harold was able to exploit by being nominated as king by the Witan.
Another example of King Edward's weakness was that he depended on the Godwin family to help defend his country. Traditionally, kings were expected to be strong military leaders who had a duty to protect their subjects. However, in 1063, it was Harold and Tostig who defended England from an invasion from the Welsh King Llewelyn. This proved that King Edward was militarily weak as he relied on the Godwin family to help him maintain control of the kingdom.
However, King Edward's weaknesses as a ruler weren't the only reason that Harold and the Godwin family were able to gain power. The Godwins were able to gain power through loyalty. Harold's father, Godwin, had supported King Edward's claim to the throne, and Edward had rewarded him by giving him the powerful position of Earl of Wessex. Harold inherited this influential position when his father died in 1053. The Earldom of Wessex was the richest in the country, and

LEVELS-BASED MARK SCHEMES FOR EXTENDED RESPONSE QUESTIONS

Questions 2, 3 and 4 require extended writing and use mark bands. Each answer will be assessed against the mark bands, and a mark is awarded based on the mark band it fits into.

The descriptors have been written in simple language to give an indication of the expectations of each mark band. See the Edexcel website for the official mark schemes used.

Question 2

Level 4 (10–12 marks)	<ul style="list-style-type: none">• The answer gives an analytical explanation which is focused on the question.• The answer is well developed, coherent and logically structured.• The information given is accurate and relevant to the question.• The answer shows excellent knowledge and understanding of the period.• The answer includes information that goes beyond the stimulus points in the question.
Level 3 (7–9 marks)	<ul style="list-style-type: none">• The answer shows some analysis which is generally focused on the question.• The answer is mostly coherent and logically structured.• Most of the information given is accurate and relevant to the question.• The answer shows good knowledge and understanding of the period.
Level 2 (4–6 marks)	<ul style="list-style-type: none">• The answer shows limited analysis, and not all points are justified.• The answer shows some organisation, but the reasoning is not sustained.• Some accurate and relevant information is given.• The answer shows some knowledge and understanding of the period.
Level 1 (1–3 marks)	<ul style="list-style-type: none">• A simple or general answer is given.• The answer lacks development or organisation.• The answer shows limited knowledge and understanding of the period.
0 marks	<ul style="list-style-type: none">• No answer has been given or the answer given makes no relevant points.

Question 3 or 4

Level 4 (13–16 marks)	<ul style="list-style-type: none">• The answer gives an explanation with analysis which is consistently focused on the question.• The answer shows a line of reasoning that is coherent, sustained and logically structured.• The answer includes accurate and relevant information that has been appropriately selected to answer the question directly.• The answer shows broad knowledge and clear understanding of the topic.• The answer reaches a well-supported and clear judgement.• The answer includes information that goes beyond what has been mentioned in the stimulus points.
Level 3 (9–12 marks)	<ul style="list-style-type: none">• The answer gives an explanation with some analysis which is largely focused on the question.• The answer shows a line of reasoning that is generally sustained, but it may lack some clarity and organisation.• The answer includes accurate and relevant information, with good knowledge and understanding of the topic.• The answer gives an overall judgement with some justification, but some supporting evidence is only implied or not correctly used.
Level 2 (5–8 marks)	<ul style="list-style-type: none">• The answer shows limited or unsupported analysis of the question.• There is limited development and organisation, and the reasoning is not sustained.• The answer includes some accurate and relevant information, that shows some knowledge of the topic.• The answer gives an overall judgement, but it is not fully justified, or the justification is insecure.
Level 1 (1–4 marks)	<ul style="list-style-type: none">• A simple answer is given, which lacks development and organisation.• The answer shows limited knowledge and understanding of the topic.• The answer doesn't provide an overall judgement.
0 marks	<ul style="list-style-type: none">• No answer has been given or the answer given makes no relevant points.

INDEX

A

Aethling 13
Anglo-Saxon economy 4
Anglo-Saxon government 3
Anglo-Saxon law and order 3
Anglo-Saxon legal system 3
Anglo-Saxon social structure 3
Anglo-Saxon towns 5
Anglo-Saxon villages 4
archbishops 6, 34
Archbishop of Canterbury 6, 20, 37, 38
Archbishop of York 6, 37
archdeacons 38

B

barons 34
Battle of Gate Fulford 16
Battle of Hastings 17
Battle of Stamford Bridge 16, 17
Bayeux Tapestry 11, 51
Bishop Odo 24, 42, 51, 55
bishops 6, 34, 36, 38
blood feuds 3
borderlands 21
burh 5

C

castles 21–24, 41, 44
cathedrals 38, 41, 50
ceorls 2
Chester 21
Church, the 4, 6, 7, 28, 36, 49
Church courts 38, 42
collective responsibility 3
coronation 7, 14, 20, 55
Cumin, Robert 24
Curia Regis 42

D

D'Avranches, Hugh 21
de Breteuil, Roger 30
de Gael, Ralph 30
demesne 44
de Montgomery, Roger 21
dioceses 6
Domesday Book 27, 42, 48, 49
Domesday Survey 48, 49
Duchy of Normandy 13, 42, 54, 55

E

Earldom of Bernicia 24
Earldom of East Anglia 2, 8, 9
Earldom of Kent 2, 8, 9
Earldom of Mercia 2, 8
Earldom of Northumbria 2, 8, 9, 12
Earldom of Wessex 2, 8, 9
earldoms 2
earls 2, 4, 34
Edgar the Aethling 13, 20, 24
Edward the Confessor 6–8, 12
Edwin 12, 16, 20, 24
Edwin and Morcar's revolt (1068) 24
Ely 25
embassy to Normandy 11
excommunication 6

F

feigned flight 17
feudal system 34
FitzOsbern, William 21, 24, 42
'forest' 46, 47
foresters 46
Forest Laws 46, 50
forfeiture 35
fyrd 2, 14, 44

G

Godwin 8
Godwin family 8, 9
Godwinson, Harold 8, 9, 13, 14
Godwinson, Tostig 8, 9, 12
Great Domesday 48

H

Hardrada, Harald 13, 16
Harrying of the North 24, 26, 27
Hereford 21
Hereward the Wake 25
homage 35
housecarls 14
hue and cry 3
hundred courts 3
hundreds 2
hunting 46, 50

K

King Edward 6–8, 12
King Harold 8, 9, 13, 14
King Malcolm III 12, 24
King Sweyn 24, 25, 30
King William I 11, 13, 17, 20–28, 30, 31, 34, 35–38, 41–44, 46–49, 51–55
King William II 54, 55
knights 34, 49
knight service 34

L

labour service 34
land ownership 2, 28, 34, 36, 43, 48, 49
Lanfranc 30, 31, 37, 38, 42, 51, 55
Latin 50
Little Domesday 48

M

Marcher Earldoms 21
Morcar 12, 16, 20, 24
motte and bailey
 castles 23
Murdrum law 42

N

nepotism 37
Norman architecture 50
Norman aristocracy 50
Norman culture 50
Norman economy 40, 41
Norman fashion 50
Norman government 42
Normanisation 38
Norman language 42, 50
Norman legal system 42
Norman towns 41
Norman villages 40
Normandy 8, 11, 13, 17, 41,
 42, 52, 54, 55

O

oath 11, 13, 35
oathbreaker 11
Odo of Bayeux 24, 42,
 51, 55
Old English 50
Old French 50

P

Papal Banner 17
parishes 6
patronage 20
peasants 2, 34, 40, 49
Pevensey 17
pluralism 37
Pope 6, 51
priests 6, 21, 38

R

rebellions 24, 25
regent 36, 42
Revolt of the Earls, 1075
 30
Robert Curthose 54, 55
Robert's revolt in
 Normandy 54
Romanesque style 38, 50
royal demesne 44

S

sheriffs 2, 42, 43, 44
shield wall 17
shire courts 3
shire reeves 2
shires 2, 42
Shrewsbury 21
simony 37
slaves 2, 34
Stigand 20, 37
submission of the earls
 20
sub-regulus 9
subsistence farming 4
succession crisis 12

T

taxes 2, 12, 44, 48, 49
tenants-in-chief 28, 34,
 43, 48
thegns 2, 4
trial by combat 42

V

vassal 35
vassalic bonds 35
villeins 34

W

Wales 8, 21, 22
Waltheof 30, 31
Welsh Marches 21
wergild 3
William 11, 13, 17, 20–28,
 30, 31, 34, 35–38,
 41–44, 46–49, 51–55
William Rufus 54, 55
Witan 3, 7, 14, 20, 42
writs 3, 36, 43
Wulfstan 31

EXAMINATION TIPS

With your examination practice, use a boundary approximation using the following table. These boundaries have been calculated as an average across all past History papers rather than an average of this paper. Be aware that the grade boundaries can vary quite a lot from year to year, so they should be used as a guide only.

Grade	9	8	7	6	5	4	3	2	1
Boundary	83%	75%	67%	58%	51%	42%	30%	19%	8%

1. Read the questions carefully. Don't give an answer to a question that you *think* is appearing (or wish was appearing!) rather than the actual question.
2. Make sure your handwriting is legible. The examiner can't award you marks if they can't read what you've written.
3. Make sure you revise the all the content well. You need to be prepared to answer a question on any topic, especially since the first two questions are compulsory.
4. Don't include any information that falls outside of the period. For example, you don't need to know about anything beyond 1088.
5. The examiner will be impressed if you can correctly use topic-specific vocabulary such as 'vassals', 'excommunicated', 'demesne', 'motte and bailey' etc.
6. Manage your time well in the exam. Don't spend too long answering Q1, which is only worth 4 marks, and you don't need to write an introduction or a conclusion for Q2.
7. To get the best marks on Q2 and Q3 or Q4 you need to go beyond the stimulus points provided in the question. You don't have to use the stimulus points if you're struggling to use them, but you need to discuss at least three different points in your answer.
8. It's worth jotting down a quick plan for Q3 or Q4 to make sure your answer includes sufficient detail and is focused on the question.
9. Your answer to Q3 or Q4 should make a judgement on the statement provided in the question. You need to use evidence throughout your answer to sustain and justify the judgement you reach.
10. In the longer written questions, use linking words and phrases to show you are developing your points or comparing information, for example, "as a consequence", "this shows that" and "on the other hand". This helps to give your answer structure, and makes it easier for the examiner to award you marks.
11. If you need extra paper, make sure you clearly signal that your answer is continued elsewhere. Remember that longer answers don't necessarily score more highly than shorter, more concise answers.

Good luck!

New titles
coming
soon!

Revision, re-imagined

These guides are everything you need to ace your exams and beam with pride. Each topic is laid out in a beautifully illustrated format that is clear, approachable and as concise and simple as possible.

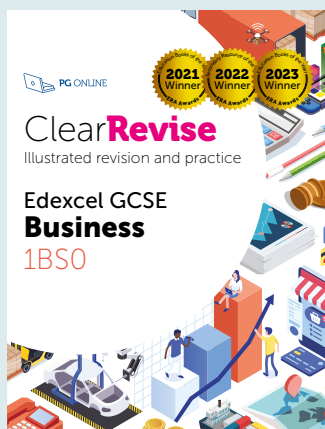
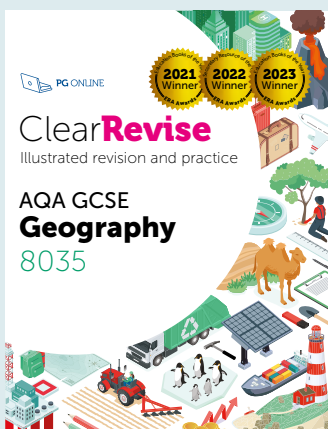
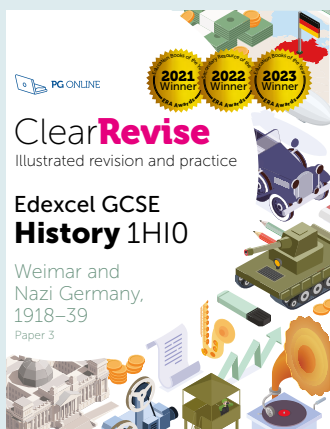
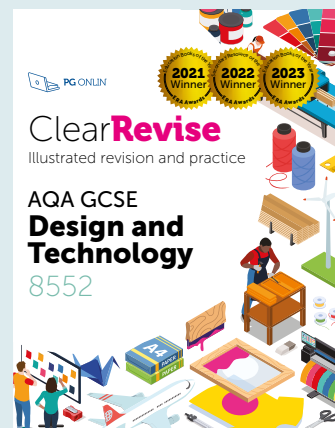
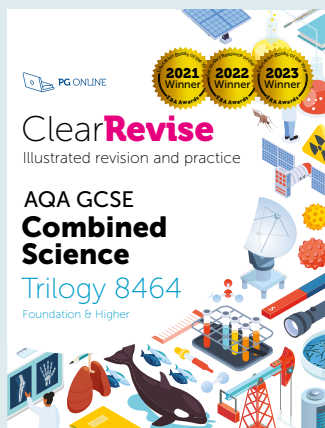
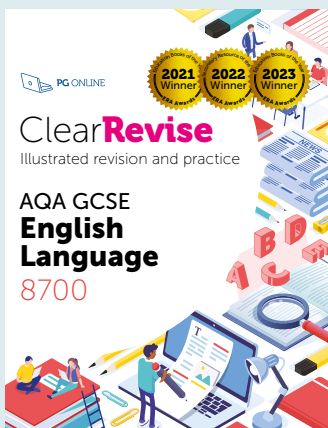
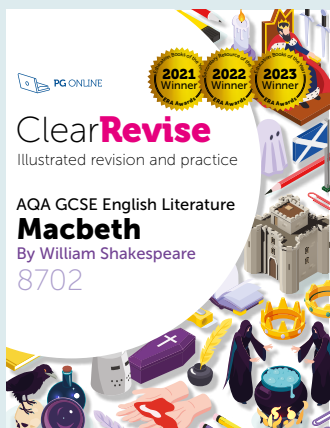
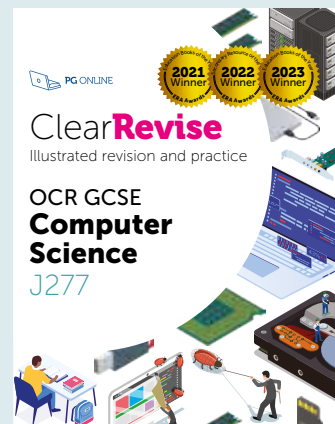
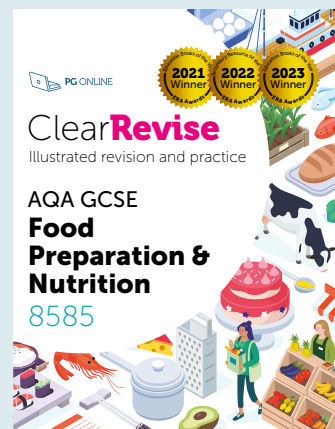
They have been expertly compiled and edited by subject specialists, highly experienced examiners, industry professionals and a good dollop of scientific research into what makes revision most effective. Past examination questions are essential to good preparation, improving understanding and confidence.

- Hundreds of marks worth of examination style questions
- Answers provided for all questions within the books
- Illustrated topics to improve memory and recall
- Specification references for every topic
- Examination tips and techniques
- Free Python solutions pack (CS Only)

Absolute clarity is the aim.

Explore the series and add to your collection at www.clearrevise.com

Available from all good book shops



Clear**Revise**[®]

Illustrated revision and practice:

- Over 300 marks of examination style questions
- Answers provided for all questions within the book
- Illustrated topics to improve memory and recall
- Specification references for each topic
- Examination tips and techniques

Experience + science + beautiful design = better results

Absolute clarity is the aim with a new generation of revision guide. This guide has been expertly compiled and edited by outstanding teachers of History, highly experienced examiners and a good measure of scientific research into what makes revision most effective.

PG Online have a record of significantly raising and sustaining GCSE examination results in schools using their award-winning teaching resources.

Past examination questions are essential to good preparation, improving understanding and confidence. This guide has combined revision with tips and more practice questions than you could shake a stick at. All the essential ingredients for getting a grade you can be really proud of.

Each specification topic has been distilled into the key features to help you get top marks in the examination. Questions on all topics assessing knowledge, understanding and analysis are all specifically and carefully devised throughout this book.

www.clearrevise.com

ISBN 9781910523872



9 781910 523872

Schools have a ***Licence to Copy***
one chapter or 5% for teaching ✓

CLA Copyright
Licensing Agency



PG ONLINE