

Anglo-Saxon and Norman England Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which event is cited as a fault of Robert in the dispute with William?**
 - A. In 1079, he knocked William off his horse in battle before ordering his wounded father to retreat.**
 - B. He peacefully negotiated a treaty.**
 - C. He sent ambassadors to Phillip for mediation.**
 - D. He fled to Sicily and never returned.**

- 2. Why was the 1075 revolt timed to occur at that moment?**
 - A. Because William was in Normandy**
 - B. Because William was in Brittany**
 - C. Because William was in England**
 - D. Because the king faced a succession crisis**

- 3. Why were marcher earldoms made small and compact?**
 - A. It made land easier to control and prevented earls from becoming too powerful**
 - B. It increased royal revenue**
 - C. It allowed earls to rule independently**
 - D. It promoted rapid expansion of the kingdom**

- 4. Which of the following was a power of the Anglo-Saxon English monarchy?**
 - A. The king created new laws and ensured they were enforced.**
 - B. The king minted gold coins exclusively.**
 - C. The king granted freedom from taxes to his loyal followers.**
 - D. The king restricted his laws to the capital only.**

- 5. Which term means a group of ten households?**
 - A. Hundreds**
 - B. Tithings**
 - C. Geld Tax**
 - D. Oath**

- 6. Who received Normandy and became Duke after William's death?**
- A. Robert Curthose**
 - B. William Rufus**
 - C. Henry**
 - D. Edgar Atheling**
- 7. What happened to Waltheof after the 1075 rebellion?**
- A. He escaped, was later imprisoned and executed**
 - B. He died in battle**
 - C. He fled to Brittany**
 - D. He was pardoned and exiled**
- 8. According to the material, which languages did Normans use for writing and speaking?**
- A. Wrote documents in Latin; spoke Latin or French, as English was the commoners language.**
 - B. Wrote in English and spoke in Latin.**
 - C. Wrote in French and spoke in English.**
 - D. Wrote in German and spoke in French.**
- 9. What was the main source of economic power for the Godwins?**
- A. Their extensive landholdings**
 - B. Their control of the royal treasury**
 - C. Their monopoly on trade**
 - D. Their naval empire**
- 10. Sometimes it could be decided that an earl be demoted to a theyne or vice versa. Which change does this describe?**
- A. Earl to Theyne**
 - B. Theyne to King**
 - C. King to Slaves**
 - D. Ceorl to Earl**

Answers

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1. A
2. A
3. A
4. A
5. B
6. A
7. A
8. A
9. A
10. A

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Explanations

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1. Which event is cited as a fault of Robert in the dispute with William?

- A. In 1079, he knocked William off his horse in battle before ordering his wounded father to retreat.**
- B. He peacefully negotiated a treaty.**
- C. He sent ambassadors to Phillip for mediation.**
- D. He fled to Sicily and never returned.**

The event tested here shows a clear failure in conduct during the dispute: Robert directly attacks his rival in battle and then orders his wounded father to retreat. This portrays a reckless, aggressive stance driven by personal rivalry rather than restraint or duty, highlighting a flaw in leadership and loyalty during the feud. It contrasts with the other options, which describe more constructive or passive responses—peaceful negotiation, mediation attempts, or fleeing—situations that don't illustrate the same fault in Robert's behavior. In the historical narrative, this 1079 incident is cited precisely because it demonstrates that rough, confrontational conduct as a fault in the feud with William.

2. Why was the 1075 revolt timed to occur at that moment?

- A. Because William was in Normandy**
- B. Because William was in Brittany**
- C. Because William was in England**
- D. Because the king faced a succession crisis**

This question tests how revolts leverage the ruler's absence to gain momentum. When a king or top leader is away from the heart of power, central authority is harder to mobilize and respond quickly, which emboldens rebels and complicates loyal support for the regime. In this moment, William was in Normandy, not in England, so he could not immediately lead forces or coordinate response across the realm. That gap in royal presence gave the rebellious magnates a window to act, coordinate across regions, and challenge Norman control before the king could return and restore order. The timing, therefore, hinges on exploiting that absence to maximize the chance of success before swift royal action was possible.

3. Why were marcher earldoms made small and compact?

- A. It made land easier to control and prevented earls from becoming too powerful**
- B. It increased royal revenue**
- C. It allowed earls to rule independently**
- D. It promoted rapid expansion of the kingdom**

The idea behind making the marcher earldoms small and compact was to keep frontier power under tight royal control while still using them to defend the border. When landholdings are limited in size, it's much easier for royal officials to oversee justice, collect revenues, and organize military forces. It also reduces the ability of a single noble to build a vast, autonomous power base that could challenge the crown. So, by design, these compact domains helped the king supervise the marcher lords more effectively and prevent them from becoming too powerful, rather than expanding royal power, allowing independence, or accelerating kingdom-wide expansion.

4. Which of the following was a power of the Anglo-Saxon English monarchy?

- A. The king created new laws and ensured they were enforced.**
- B. The king minted gold coins exclusively.
- C. The king granted freedom from taxes to his loyal followers.
- D. The king restricted his laws to the capital only.

In Anglo-Saxon England, the king was the chief lawmaker and enforcer across the realm. He could create new laws and ensure they were carried out through royal officials, sheriffs in each shire, and the royal council, showing his overarching authority over how society was governed. That capacity to legislate and see laws implemented is why this option best reflects the king's powers. The other ideas don't fit the pattern of royal authority as clearly: coinage did involve royal oversight but isn't typically described as an exclusive claim in this context; exemptions from taxes were special privileges rather than a regular royal power; and laws applied to the whole kingdom rather than being confined to the capital.

5. Which term means a group of ten households?

- A. Hundreds
- B. Tithings**
- C. Geld Tax
- D. Oath

The unit described is a tithing. In early Anglo-Saxon England, a tithing was about ten households bound together for mutual responsibility, with members pledging to keep the peace. If a crime occurred, the whole tithing could be called to account and expected to produce the offender at the hundred court. This system sits within a larger framework where several tithings formed a hundred, which handled local justice. The other terms refer to different ideas—a hundred is a larger district, geld is a tax, and an oath is a formal pledge—so they don't denote the ten-household unit.

6. Who received Normandy and became Duke after William's death?

- A. Robert Curthose**
- B. William Rufus
- C. Henry
- D. Edgar Atheling

When William the Conqueror died, his realms were split among his sons, with the duchy of Normandy passing to the eldest son. That son was Robert Curthose, so he inherited Normandy and became Duke of Normandy. The other sons ruled England instead: William Rufus as king of England, and Henry I would later become king after Rufus's death. Edgar Atheling was a claimant but never held Normandy. So the one who received Normandy and became Duke was Robert Curthose.

7. What happened to Waltheof after the 1075 rebellion?

- A. He escaped, was later imprisoned and executed**
- B. He died in battle**
- C. He fled to Brittany**
- D. He was pardoned and exiled**

The situation tests how the Normans dealt with rebels after the 1075 uprising and what happened to Waltheof as a prominent Anglo-Saxon noble. He took part in the northern rebellion, and when the revolt was suppressed, he managed to escape the immediate crackdown but was not safe for long. He was eventually captured, imprisoned, and executed by William's orders. This sequence shows that escape from the initial fighting did not shield a noble treasonous against the conquerors; the penalty for treason was severe and swift, reinforcing Norman control and discouraging future resistance in the north. The other possibilities—dying in battle, fleeing to Brittany, or being pardoned and exiled—don't fit because the rebellion was crushed and mercy was not extended to key conspirators; instead, the regime moved to eliminate the threat. Waltheof's fate embodies the harsh consequence the new regime imposed on Anglo-Saxon aristocracy following the conquest.

8. According to the material, which languages did Normans use for writing and speaking?

- A. Wrote documents in Latin; spoke Latin or French, as English was the commoners language.**
- B. Wrote in English and spoke in Latin.**
- C. Wrote in French and spoke in English.**
- D. Wrote in German and spoke in French.**

The main idea here is that language use in Norman England was split between writing and everyday speech. Official records and documents were written in Latin, the language of the church and educated scribes. When people spoke, the Norman rulers and their administration used French (the Norman-French language) or Latin in many contexts, while English persisted as the language of the common people. So the statement that documents were written in Latin and that spoken language included Latin or French—because English was mainly the language of commoners—fits the historical pattern described.

9. What was the main source of economic power for the Godwins?

- A. Their extensive landholdings**
- B. Their control of the royal treasury**
- C. Their monopoly on trade**
- D. Their naval empire**

In the Anglo-Saxon world, wealth and political power flowed mainly from land. The Godwins amassed vast estates across Wessex and surrounding regions, so they controlled large amounts of rent, agricultural produce, and peasant labor. That land gave them a steady, rentable income and the ability to fund private armies, secure followers, and influence local and royal politics. From these estates they could muster resources to back allies and shape events at court, which is why landholding was the foundation of their power. The royal treasury was centralized and not something the Godwins could simply control, so that option doesn't fit as the main source of their power. Trade was important but not monopolized by the Godwins, and England did not rely on a naval empire as a primary source of their influence.

10. Sometimes it could be decided that an earl be demoted to a theyne or vice versa. Which change does this describe?

- A. Earl to Theyne**
- B. Theyne to King**
- C. King to Slaves**
- D. Ceorl to Earl**

The change being tested is a drop in rank within the Anglo-Saxon aristocracy. In this system, an earl ruled a county and stood high in authority under the king, while a theyne (theyn) was a free noble of lower status who held land and owed service but had less prestige and authority than an earl. Demoting an earl to a theyne shows a shift downward in status, often decided by the king or his circle for political or disciplinary reasons. This illustrates how status could be adjusted within the ruling class, not just inherited fixed positions. The other options describe promotions or more drastic shifts that don't match the described downward move.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://anglosaxonnormanengland.examzify.com>

We wish you the very best on your exam journey. You've got this!

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