



General Certificate in Education

A2 History 6041

Alternative M Unit 5

Mark Scheme

2007 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2007 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

C: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
 - generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

June 2007

Alternative M: Britain, 1060–1216

A2 Unit 5: Authority, Reform and Rebellion: Britain, 1087–1216

Question 1

(a) Use **Sources A** and **B** and your own knowledge.

To what extent do these two sources agree on the outcome of the conflict between King Henry I and the Church? (10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

Source A outlines the agreement of 1107, according to Eadmer, as a compromise over investiture with elections ignored as an issue. It outlines Henry's position, financial gain through regalian rights and his practical control over elections. Source B also outlines the compromise of 1107 and the king's position 'in practice'. It stresses the issue of form and reality, but argues in detail that significant loss was felt in the concept of kingship, which was diminished.

Level 1 answers will probably just summarise Sources A and B or quote from them, e.g. Source A refers to 'he lost nothing of substance', or 'it was an important moment in the history of kingship' (Source B), but no commentary and supporting detail will be presented. At Level 2 the issue of outcome will be partly addressed, e.g. both sources focus on the compromise of 1107, or Source B feels the king lost the war of propaganda. By Level 3 the answer should offer explicit understanding of the issues above and offer own knowledge to develop points and expand on the outcome of the dispute. At Level 4 candidates will present a sustained and relevant argument, focused on the outcome of lay investiture, homage and elections, as well as the concept of sacral kingship.

(b) Use **Sources A** and **B** and your own knowledge.

'The conflict between King Henry I and the Church over lay investiture was caused more by Anselm's desire for reform than by Henry's political ambitions.'

Assess the validity of this view.

(20 marks)

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This is a synoptic question and candidates' responses should be rewarded for the range of factors covered. These are specified in the following paragraph and are linked to the levels.

Source A develops a conflict between Henry and the papacy over his traditional rights and the issues of lay investiture and the homage of prelates; traditional royal control over elections is seen as a central issue. Source B is more detailed on the context of the Gregorian reform movement and the details of investiture. Anselm's attitudes, influenced by papal ideas, are seen as a problem, but again the source presents investiture as the key issue in conflict between Crown and Church. Both highlight the tension between tradition and new ideas. Henry's political ambitions are raised through mention of regalian rights and patronage in Source A, while Anselm is only mentioned briefly in Source B when he became aware of new papal attitudes towards lay investiture.

Level 1 answers are likely to use the material in the sources, but this will be descriptive and undeveloped, e.g. Level 2 should attempt to order some points systematically, causes may be

described, i.e. the issue of lay investiture or homage. Description rather than judgement will remain uppermost, however. Level 3 will see source use and own knowledge on causation with reference to the course of the dispute and the roles of Henry and Anselm. Level 4 should consider the whole range of the period, and provide balanced and explicit understanding of precise material relating to the main points – though judgement will be limited. Evaluation may focus on the ambitions of the papacy and the European context as primary causes. Level 5 will provide effectively sustained judgement on the issue.

Question 2

(a) Use **Sources A** and **B** and your own knowledge.

To what extent do these two sources agree on the causes of the conflict between King Henry II and Thomas Becket? (10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

Source A briefly refers to conflict as a product of Becket's change of character, but gives more detail on principle rather than personality. The issues of Church rights, justice and the Constitutions of Clarendon are developed, as is the significance of the written document. Becket's behaviour is then raised again as a provocation at Northampton. In Source B the Constitutions of Clarendon and their position as a written agreement is also raised, with details on the clerical privileges discussed in Source A, the issue of 'benefit of clergy' but more specific detail on the issues in Clarendon is given in Source B, for example, appeals to Rome and advowsons.

Level 1 answers will probably just summarise Sources A and B or quote from them, e.g. Source A refers to the Constitutions of Clarendon, but no commentary or supporting detail will be offered. At Level 2 the issue of causation will be partly addressed, e.g. Source A focuses on Becket's character and the principles involved, while Source B gives greater depth on the various principles. By Level 3 the answer should offer explicit understanding of the issues above and offer own knowledge to develop points and expand on the course of the dispute, e.g. both sources raise the issue of Becket's character, this could be expanded upon, or own knowledge on the changing nature of the dispute through time. At Level 4 candidates will present a sustained and relevant argument, focused on the issues which led to conflict, perhaps

developing the events of 1164 preceding Northampton, or the long-term growth of tension between Church and State, or the rights of Canterbury as a source of conflict.

(b) Use **Sources A** and **B** and your own knowledge.

'Henry lost more than he gained.'

How valid is this view of the outcome of King Henry II's dispute with Thomas Becket?

(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: **Either**
 Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or**
 Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This is a synoptic question and candidates' responses should be rewarded for the range of factors covered. These are specified in the following coverage of sources and are linked to the levels.

Source A is focused on the middle years of the conflict rather than the aftermath; nevertheless the source shows Henry's key concerns and aims – students may assess the issue of loss through the fate of the Constitutions of Clarendon. Source B is more focused on outcome, detailing Henry's losses at Avranches. Issues such as crimonous clerks' 'benefit of clergy' and appeals are analysed. Henry is seen to have gained over appointments and vacancies, in particular, the two areas which concerned him most.

Level 1 will probably provide a narrative account of Becket's death or general reference to the aftermath. Such answers are likely to use the material in the sources, but this will be descriptive and undeveloped, e.g. reference to the settlement of 1172 (Source B). Level 2 and Level 3 should attempt to order some points systematically; the Compromise of Avranches in 1172, King Henry's flight to Ireland or his visit to Canterbury in 1174, his acceptance of papal authority, appeals to Rome, and rejection of the Constitutions of Clarendon. However, by Level 3 and Level 4, students will consider the issue of the Crown's losses or victory, e.g. royal patronage and appointments – control over 'free' elections, vacancies, the fate of criminous clerks and Church jurisdiction. By Level 4, candidates will provide balanced and explicit understanding of precise material relating to the main points – though judgement will be limited. Own knowledge will develop the issue of successful patronage and the debate presented over the form and substance of victory. Level 5 will provide effectively sustained judgement on the issue.

Section B

Questions 3-10 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (without reference to sources)

Target: AO1.1, AO1.2, AO2

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly, narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 3

'William Rufus gained Normandy through luck, while King Henry I gained the province through military skill.'

How far do you agree with this view?

(20 marks)

Use standard mark schemes for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This question is synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 answers will probably describe, in a superficial manner, the actions of either man in gaining Normandy. Level 2 should begin to show material on the whole period from 1087 to 1106, both men will be discussed, answers will mention key issues, e.g. the agreement between Rufus and Robert in 1096 when Normandy was given in pledge, or the battle of Tinchebrai, but remain largely descriptive. For Level 3 and Level 4, some degree of assessment is needed on the issues such as the need for control over both parts of the Anglo-Norman regnum, analysis may focus on Rufus's expedition of 1191 and 1194, Rufus's domestic difficulties, and the impact of the First Crusade. For Henry the events of 1101 and the Treaty of Alton and his diplomatic preparations form useful evaluative elements, but military skill and Tinchebrai will be central. Level 5 answers may comment directly on baronial attitudes or finance as key issues.

Question 4

How significant a role did Bishop Roger of Salisbury play in the governmental and administrative reforms of King Henry I?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This question is synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 will provide a narrative account of the theme of the question or make unsupported statements. Level 2 should present some range of factors relating to the role and activities of Roger, Bishop of Salisbury, the growth of the Exchequer as a means to control, records and the pipe roll, writs and developments in Chancery, but this will lack weight of precise knowledge and will probably be biographical, descriptive and unbalanced. Level 3 should begin to show understanding of the range of Roger's activities, the problems caused by the possession of Normandy, growing royal centralisation in government, sheriffs and other royal officials – but judgement will be limited by description. Level 4 should provide sufficient evidence to consider the limits on Roger's impact, elements of continuity in development, the limits on his personal contribution. Level 5 will consider effectively change through time and place the issue firmly in context, using relevant historiography, such as Green, to arrive at a well-balanced judgement.

Question 5

'King Henry I reformed royal justice to restrict the power of sheriffs, not to restore royal finance.'

How valid is this view?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This question is synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 will provide a narrative account of the theme of the question or make unsupported statements, probably linked to the actions of Henry in fulfilling his promise in the Coronation Charter, or his general reputation as 'the lion of justice'. Level 2 should present some range of factors relating to the issues, the growth of royal pleas and the Curia Regis, appeals, eyres and itinerant justices, the courts and incomes from fines, justice and the pipe roll of 1129, but this will lack weight of precise knowledge and probably be unbalanced. Level 3 should begin to show understanding of the demands of the question and provide a selection of material to support an argument, e.g. the treatment of moneyers, criminals, Ralph Basset's actions in 1124. Also, Henry's coronation promises and contemporary expectations. Evaluation could focus on the profits of justice or Henry's need to ensure firm rule. However, judgement will be limited by description. Level 4 should provide sufficient evidence to consider the validity of the propositions in a structured, balanced and coherent manner. Level 5 will place the issues firmly in context, using relevant historiography, to arrive at a well-balanced judgement.

Question 6

'The key purpose of King Henry II's legal reforms was not anti-baronial but the restoration of order.'

How far do you agree with this view?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This question is synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 will either give a superficial account of Henry and the law, relying mainly on description, or will make unsupported statements on the theme of the question. Level 2 should show some level of understanding of a range of factors, e.g. use of royal officials, increase in centralisation, the birth of the common law, the office of justiciar – but will lack weight of specific evidence or will be unbalanced – there will be limited focus on Henry's intentions. Level 3 should show a better organised and rather more analytical approach, providing greater information on points mentioned – issues relating to order and crime, both the administration of justice and judicial procedure, e.g. Henry's assizes, general eyres and itinerant justices, the growth of the jury system. Also, the focus will relate to the issue of impact/evaluation of these developments on the barons and the restoration of order, perhaps with focus on the impact of the Inquest of Sheriffs in 1170. Evaluation may focus on the central role of the barons in implementing Henry's reforms, e.g. the Grand Assize, or the growth of royal justice as an 'anti-feudal' policy. Level 4 will be as Level 3 but will begin to achieve a balanced analysis on the impact and expansion of royal justice, with a full context related discussion present at Level 5. Reference to relevant historiography is to be expected.

Question 7

'Enthusiastic barons, and not the English monarchy, were the most significant factor in the spread of Anglo-Norman influence.'

How far do you agree with this view with reference to **either** Wales 1100–1154
or Scotland 1100–1154
or Wales 1154–1216
or Scotland 1154–1216
or Ireland 1154–1216? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

This question is synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in each specific mark scheme for each question.

For the period 1100–1154, Level 1 will probably provide a narrative account of the situation or will make unsupported statements along the lines of the theme of the question. Level 2 should begin to introduce a range of points, e.g. the role of the Marcher lords in Wales, or Norman baronial migrants into Scotland – but this will be limited in judgement and scope. Level 3 should consider a range of relevant issues across the period in a more structured approach, providing greater information and linking themes as above. This could consider the attitude of the King of England towards Scotland and Wales, links with the MacMalcolm dynasty, or the activities of King David in encouraging settlement, i.e. dynastic politics, economic colonisation. Level 4 should confidently identify and expand on the themes mentioned and begin to consider change across the period, e.g. greater royal involvement in Wales to curb the power of the marchers and ecclesiastical appointments, King David in Scotland, his use of the Church and continental influences in monasticism, and the effects of the civil war. Level 5 will be as Level 4, but will show conceptual awareness of the limits of royal intervention in Wales, but may see it as paramount in Scotland under a 'Normanised' monarchy. For the period after 1154, general chronological accounts of 'what happened' or unsupported assertion relating to 'methods' will fall into Level 1. Level 2 answers should begin to establish some range of methods, e.g. in Ireland baronial opportunism, royal-led expeditions, claims to overlordship, the roles of Dermot of Leinster and John de Courcy, the role of the Church, Pope Adrian IV and Laudabiliter in particular. In Scotland Henry II's relationship with Malcolm the Maiden and William the Lion, the events of 1174 and Pope Alexander II and the Ecclesia Scotiana, the end of York's authority. In Wales the positions of barons such as Clares, Bohuns and Earls of Pembroke, the Lord Rhys and Llewellyn of Gwynedd and St David's and Canterbury, but these issues will lack precise material, may well be limited chronologically and fail to reach a judgement. Level 3 should be as Level 2, but with more depth of knowledge on royal expeditions and the actions of Henry and John in Ireland in 1185 and 1210, Wales in 1165 and 1211, and Scotland in 1174 and 1209, and an attempt at structuring an answer; judgement will remain largely implicit. Level 4 and Level 5 should show precise knowledge across the whole period and balance the factors that brought about the growth of Anglo-Norman influence. The highest level should deal confidently with change through time to produce effective judgement, perhaps focused around 1215–1216 and the impact of the civil war in England.

Question 8

‘Neither Angevin nor an Empire.’

How far do you agree with this view of the lands of King Henry II? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This question is synoptic in nature and the rewarding of candidates’ responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 will probably provide a narrative account along the line of, or will make general statements about, the reign of Henry II with a descriptive account of his lands. Level 2 should deal with a range of factors, e.g. the disparate political, social and economic nature of the Empire, but will lack weight of evidence. Level 3 should be as Level 2, but with more structure and be supported by more precise knowledge on the issues of ‘Angevin’ and ‘Empire’. Some attempt at judgement will be made, probably along the lines of the themes in the question but will remain largely implicit. Level 4 will sustain the demands of the question, e.g. through analysis of contemporary views and intentions, especially Henry’s own attitude. The role of Anjou may be developed. Level 5 will have a full context-related discussion, backed by precise evidence and will consider how the concept has developed amongst historians.

Question 9

‘The rise of anti-Semitism between 1087 and 1216 owed more to English kings than to religious hostility.’

How valid is this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This question is synoptic in nature and the rewarding of candidates’ responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 will probably provide a narrative account along the line of ‘what happened’ or will make general statements about English attitudes to the Jews. These may well be limited chronologically. Level 2 should deal with a range of factors, e.g. links between the Jews and the Angevin kings, the hostility caused by their financial role and judicial privileges, envy,

accusations of avarice, traditional hostility, and the 'blood libel' – but will lack weight of evidence and/or fail to reach a judgement. Level 3 should be as Level 2 but with more structure and be supported by more precise knowledge on the suggested causes of Jews as religious and social outsiders. Some attempt at judgement will be made probably along the lines of the themes in the question but will remain largely implicit. Level 4 will sustain the demands of the question regarding royal and religious issues, analysis of events in York and the motives of participants such as Richard Malebisse may be developed, and the inclusion of factors up to 1216, including links to financial issues and 'Angevin despotism' – the exchequer of 1194 or John's attitude towards the Jews. Level 5 will have a full context-related discussion, backed by precise evidence and will consider how the wider aspects of the situation produced an escalation of the feeling towards the Jews as the period progressed.

Question 10

'A political and economic disaster for England.'

How far do you agree with this view of the reign of Richard the Lionheart? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This question is synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in each specific mark scheme for each question.

Level 1 will either give a superficial account of the reign of Richard as King of England, relying mainly on description, or will make unsupported statements on the theme of the question. Level 2 should show some level of understanding of a range of factors, e.g. the financial need created by Richard's crusade, his ransom and campaigns in France, the work of Hubert Walter as chief justiciar, the impact of Richard's absences on English government – but will lack weight of specific evidence or will be unbalanced on the whole reign. Level 3 should show a better organised and rather more analytical approach, covering both 1189 to 1194, Longchamps, Prince John and political instability, and also 1194 to 1199 and the impact of Hubert Walter, providing greater information on points mentioned and beginning to consider a greater range of aspects, e.g. the impact of Richard's financial demands and Walter's dominant role in post-1194 England in both Church/State. Level 4 will be as Level 3 but will begin to achieve a balanced analysis on bureaucratic systems, judicial records, plea rolls, coroner's rolls and final concords with a full context related discussion present at Level 5, in particular, reference to relevant historiography may be expected, e.g. Appleby and Gillingham.