



**General Certificate of Education
June 2010**

A2 History 2041

HIS3A

Unit 3A

The Angevin Kings of England:

British Monarchy, 1154–1216

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation 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

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Generic Introduction for A2

The A2 History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since a good historian must be able to combine a range of skills and knowledge. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or low Level 2 if some comment is included. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, candidates will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to '*think like a historian*' and show higher order skills. As indicated in the level criteria, candidates will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 candidates will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able candidates.

CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- The way the answer is brought together in the conclusion

June 2010

A2 Unit 3: The State and the People: Change and Continuity

HIS3A: The Angevin Kings of England: British Monarchy, 1154–1216

Question 1

- 01** 'The consequences of Thomas Becket's death were a victory for King Henry II.'
Assess the validity of this view with reference to the years 1170 to 1179. (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
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L5: Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written.

38-45

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates will need to assess/identify and evaluate/explain the consequences of Thomas Becket's death for King Henry II and balance this against what King Henry II lost. On 29 December 1170 four of King Henry's knights murdered Archbishop Thomas Becket in his own cathedral at Canterbury. The murder was the final act in a seven-year long dispute which, although it had personal elements of character and friendship, was centred around principles regarding the authority and jurisdiction of Church and State in England, issues such as benefit of clergy, crimmous clerks and, above all, the Constitutions of Clarendon.

Candidates may refer to some of the following material in support of Henry's victory

Answers will focus on the period of the 1170s after Becket's death when agreement was reached with the Papacy:

- analysis of the idea of victory may focus on the issues/principles involved in King Henry's problems with Thomas Becket as Archbishop of Canterbury, in particular the Constitutions of Clarendon and issues such as legal jurisdiction, appointments, and the relationship between the English Church and Rome.

Nevertheless, there are a number of other factors to consider:

- material may include the Compromise of Avranches in 1172, the canonisation of Becket, King Henry's visit to Canterbury in 1174, his acceptance of papal authority, appeals to Rome, benefit of clergy and rejection of the Constitutions of Clarendon.

Furthermore, candidates may:

- develop the idea that in this settlement there is considerable debate over the issue of the crown's losses or victory, e.g. royal patronage and appointments-control over 'free' elections, vacancies, the fate of crimmous clerks and Church jurisdiction.

In conclusion, candidates may:

- argue for either victory or defeat.

Question 2

02 'As Queen of England between 1154 and 1204, Eleanor of Aquitaine achieved little of significance.'

How valid is this assessment?

(45 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

Nothing written worthy of credit.

0

L1: Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

L2: Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**

L3: Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**

L4: Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**

L5: Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates will need to assess/identify and evaluate/explain Eleanor's influence and balance this against the limits on her authority. In May 1152 Eleanor of Aquitaine married Henry, Count of Anjou, and, following his accession to the throne she was crowned as Queen of the English in December 1154. For the next half-century Eleanor ruled as Queen or Queen-mother, but her achievements have become hidden by the myths which have gathered around this most fascinating of women, a figure of legend and romance.

Candidates may refer to some of the following material in support of her achievements:

- key periods for analysis will include 1154 to 1167 and the debate between Warren and others over Eleanor's political role as regent during Henry's absence on the continent, and her actions between 1189 and 1194 when she acted as Vicereine for her absent son, King Richard
- also, her role in inciting rebellion in 1173–1174 and her fifteen-year imprisonment may be considered, as well as her role in Angevin diplomacy, arranging marriages such as those of Berengaria and Blanche of Castile.

Nevertheless, there are a number of other factors to consider:

- limitations may focus on the impact of confinement, both pregnancy and imprisonment, in limiting Eleanor's active part in the government and administration of the English kingdom
- Also, the primacy of Aquitanian politics in her own interests.

Furthermore, candidates may:

- may focus on her position as a woman and the nature of medieval queenship
- were her achievements solely maternal, focused on the production and raising of children – a dynastic matriarch, circumscribed by gender? Certainly, she produced eight children for Henry between 1153 and 1167
- was she a mere figurehead, her role constrained by social expectations, husband and sons, or was she able to wield independent political authority?
- was she a lesser authority than the English kings she married and bore, a cipher or conduit for their power, able to intercede, but with little independent authority of her own, lacking even dower lands in England to guarantee her incomes?

In conclusion, candidates may:

- argue Eleanor achieved a great deal, but only at particular periods in her life
- and only within the constraints placed upon medieval queens
- expand upon the historiography of Eleanor and 'the Black Legend'.

Question 3

- 03** How far was the creation of Magna Carta in June 1215 a baronial reaction to the personal behaviour of King John? (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

In an age of personal kingship King John lacked an adult male heir to provide a focal point for baronial discontent, as he himself had done in 1193–1194, this led to the creation of a remarkable document, Magna Carta. At Runnymede on 15 June 1215 King John issued the Charter which sought to place considerable restrictions on both John's personal behaviour and the Angevin despotism.

Analysis of the creation of the Charter should balance a series of factors, e.g. John's personality, the financial demands of the Angevin despotism, the baronial rebellion and the events surrounding the creation of Magna Carta. In analysing baronial grievances regarding John's behaviour topics may include; political murder, John's promiscuity towards baronial wives, his lack of trust, hostage-taking, excessive relief demands, overseas service.

Argument against the role of the individual could develop principles and issues of liberty, Angevin kingship and theories on the nature of kingship and government. Also, the other social and political groups who played a part in the document's creation, the Church and Stephen Langton in particular, also, knights and towns.

In analysing the relative roles of personality, finance and concepts of authority some consideration should also be made of the role of key baronial figures to exemplify their discontent, Eustace de Vesci, Robert fitz Walter and as a group, 'the Northerners'.

The impact of the loss of the Angevin Empire and the battle of Bouvines may be considered; as one historian has noted, 'the road to Runnymede began at Bouvines'. The impact of King John's continual presence after years of absentee kingship, his financial needs for continental campaigns, the issue of scutage and service overseas, above all, his loss of prestige.