



**General Certificate of Education
June 2013**

A2 History 2041

HIS3A

Unit 3A

**The Angevin Kings of England: British
Monarchy, 1154–1603**

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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 AS

The AS 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 students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2013

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

HIS3A: The Angevin Kings of England: British Monarchy, 1154–1603

- 01** 'The Angevin Kings were successful in achieving their aims in relation to the English Church in the years 1154 to 1216.'
Assess the validity of this view. (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 an 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 good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good 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 well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and students 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.

Students will need to identify the aims of the Angevin Kings across the period and evaluate the extent to which these aims were realised.

Students may refer to some of the following material in support of success:

- the growing influence of the Church led to attempts by the Angevin Kings to restore and retain the relationship established between Church and State by William I and Archbishop Lanfranc of Canterbury. Royal aims were focused around issues such as legal jurisdiction, appointments and the relationship between the English Church and Rome
- from 1154 King Henry II sought to restore royal authority over the Church after the decline in influence under King Stephen
- conflict developed in the 1160s with King Henry II's attempt to codify the relationship in the Constitutions of Clarendon and again in the 1200s over King John's right to select his choice of Archbishop of Canterbury.

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

- analysis of success may focus on King Henry's problems with Thomas Becket as Archbishop of Canterbury and especially the period of the 1170s after Becket's death when agreement was reached with the Papacy. Material may include the Compromise of Avranches in 1172, King Henry's visit to Canterbury in 1174, his acceptance of Papal authority, appeals to Rome, and rejection of the Constitutions of Clarendon
- however, 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 criminous clerks and Church jurisdiction.

Furthermore, students may:

- focus on King Richard's reign as a period of royal success, material may include his reputation as a crusader king, and the role of Hubert Walter as Archbishop
- analysis of John's aims will focus on the issue of Stephen Langton's appointment with evaluation of the aftermath of John's excommunication. The settlement may be seen as an achievement for the King given his control over appointments to bishoprics – a similar issue to his father's gains in the 1170s – and also the nature of John's settlement with Pope Innocent III
- John's success may be evaluated through the agreement of 1213, its financial terms, John's continuing control over appointments, the impact of papal suzerainty over England and payment of 1 000 marks per annum, papal influence and the aborted French invasion, the role of Stephen Langton as either co-ordinator of baronial demands or moderator and mediator, the role of the Papacy as a support to John during the baronial revolt.

In conclusion, students may:

- argue that despite high profile conflict such as the Becket affair and the excommunication of King John in reality the Angevins were largely successful in achieving their aims, as the aftermath of 1170 and 1213 shows.

Question 2

- 02** 'The rebellion of 1173–74 was caused by King Henry II's treatment of his sons.'
Assess the validity of this view. (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 an 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 good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good 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 well-structured and fluently written. **38-45**
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Indicative content

Note: This content is not prescriptive and students 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.

Students will need to identify the various causes of the revolt of 1173–74 and evaluate the relative importance of Henry II's treatment of his sons.

Students may refer to some of the following material in support of the key factor:

- between 1173 and 1174 King Henry II faced a widespread challenge to his rule, rebellion affected all Henry's dominions from the Scottish border to Aquitaine. Participants included William, King of Scots, King Louis VII of France, the Counts of Flanders and Blois, and also leading English magnates such as Hugh, Earl of Chester, Robert, Earl of Leicester and Hugh Bigod, Earl of Norfolk
- the rebellion was above all a family dispute involving Henry's wife, Eleanor of Aquitaine, and his sons; Henry, the young king, Richard Duke of Aquitaine and Geoffrey. Indeed, the key role played by Eleanor and her sons led one contemporary to describe it as 'a war without love'
- the coronation of the young king in 1170 was a root cause in the rebellion as well as in the death of Becket. Young Henry came to expect a degree of authority and autonomy which King Henry II was not prepared to give.

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

- King Henry himself was responsible for 'the Great Rebellion' as it was provoked by his attempts to settle the future government of the Angevin Empire, his grant of castles in Touraine to John threatened young Henry's inheritance and stressed the young King's lack of authority. Also, King Henry's infidelity provoked Queen Eleanor, as did his flouting of her rights in Aquitaine when he took the homage of the count of Toulouse
- the responsibility of King William is shown by the harsh terms placed on Scotland in the treaty of Falaise. It was his support that led to the wasting of Cumbria and the capture by the rebels of Huntingdon and Nottingham. Also, his capture is seen to mark the end of the rebellion.

Furthermore, students may:

- argue that the rebellion was also a baronial reaction to King Henry's restoration of strong government after the 'anarchy' of Stephen's reign. Barons resented the control exerted by King Henry; Hugh, Earl of Chester was denied lands granted to his father; Hugh Bigod's lands were threatened by a new royal castle at Orford, and Robert, Earl of Leicester was made to pay scutage. Baronial castles were destroyed, crown lands reclaimed and the exchequer re-established. Scarborough castle was taken from William of Aumale and Bridgnorth from Hugh Mortimer, while King William of Scots, perhaps the key participant in the rebellion in England, had lost control over the northern counties.

In conclusion, students may evaluate the various causes:

- in support; the Plantagenets were a dysfunctional family, conflict arose because King Henry would not share power and make a permanent division of his Empire, or grant any of his four surviving sons any real authority

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- by contrast, students might argue that the role of the Queen was paramount: Eleanor played a unique role in taking family intrigue to open rebellion and war. She chose to precipitate the crisis when she sent her sons Richard and Geoffrey to join young Henry in rebellion at the French king's court, and she raised Poitou in rebellion. As a woman her role was restricted as she could not fight and she was captured early in the rebellion, however, a true measure of her responsibility is the reaction of her husband. After the rebellion was crushed in 1174 King Henry was lenient towards the rebels, barons were pardoned and his sons were granted increased income, however, Eleanor was placed in custody/imprisonment for the rest of Henry's life. As Richard Barber notes 'Henry, by his treatment of her, showed that he felt her to be largely responsible for the rebellion'.

Question 3

- 03** 'England's government remained stable in the years 1189 to 1199 despite the absences of King Richard I.'
Assess the validity of this view. (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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Indicative content

Note: This content is not prescriptive and students 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.

Students will need to assess the impact of King Richard's absences on the government of England between 1189 and 1199.

Students may refer to some of the following material in support of the view that Richard's absences did not have a negative impact:

- King Richard I of England (1189–1199) has long been celebrated as one of England's great warrior Kings, however he spent only six months of his ten year reign here, so does he really deserve this reputation? Nineteenth and twentieth century scholars have demoted Richard to a category of bad rulers, as they were preoccupied with 'nation building' and 'administrative kingship' and they have condemned him for leaving England, first to reclaim the Holy Land for Christendom and then to protect his European possessions
- absentee kingship was the norm since 1066, both William I and Henry II spent the majority of their reign on the continent
- Richard's organisation of the government during his absences must be analysed.

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

- Was England simply a cash-cow for foreign escapades? Between 1189 and 1194, the financial demands made upon England by the King's crusade and ransom
- How effective was King Richard's government between 1189 and 1194? The impact of his absence on the government and administration of England. Richard's sale of offices and revenue-raising measures, his appointment of Longchamp and his treatment of Prince John
- latterly, from 1194 to 1199, his war in France and its costs. Was Richard only interested in England as an inexhaustible source of money. The role of Hubert Walter.

Furthermore, students may:

- develop the contrast between contemporary views of kingship and the attitudes of modern historians. Anglocentric views on the issue of 'presentism' may be contrasted with the contemporary view of the crusade as Richard's highest duty.

In conclusion, students may:

- contrast early failure with post-1194 success. Argue that Richard's greatest service to England after his return in 1194 was to leave the government of the country to Hubert Walter, the nephew and pupil of Ranulf Glanville. A central issue in evaluating Richard's success will be the governance of England in his absence by Hubert Walter. His dominant role in post-1194 England in both Church/State may be seen as a source of stability. However, it was Hubert who developed the Saladin Tithe and in 1195–97 Hubert apparently sent Richard 1 100 000 marks for his continental wars
- Richard's legacy may be examined; he failed to provide for the succession and may have left behind a bankrupt treasury. Were John's difficulties the result of the Richard's actions?