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# A-LEVEL

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# HISTORY

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

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**Mark scheme**

June 2015

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V1 Final Mark Scheme

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Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from [aqa.org.uk](http://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 students. 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 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 low Level 2 if some comment is included. Students 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. Students 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, students 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, students 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 students 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 students.

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**CRITERIA FOR MARKING GCE HISTORY:****A2 EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

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**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 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 2015

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

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

**Question 1**

**01** How far had Henry II fulfilled his promise to restore royal authority in England by 1170? **[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 assess/identify the methods that Henry II used to achieve his stated aim of treating Stephen's reign as an interregnum and restoring effective royal authority. They will also need to evaluate the extent to which he was successful, balancing his achievements against the actual political and religious legacy of Stephen and the changing context of the period. They may also consider the relative suitability of the methods he chose to achieve his purpose.

Students may refer to some of the following material in support of Henry's effectiveness in enforcing royal authority:

- he set about controlling the nobility through the demolition or seizure of unlicensed castles (c1157) and the reduction of the numbers and powers of the earldoms created in Stephen's reign, following the pattern of Henry I. The Cartae Baronum (1166) defined the nobility's feudal obligations to the king and took oaths from rear vassals as well as tenants in chief. He also enlisted the cooperation of those who had supported Stephen such as Richard de Lucy and Robert Beaumont, placing them in high office and relying on their experience and intelligence during his absences from England. His appointment of Becket as royal chancellor possibly brought some affinity with the Londoners
- he restored effective control of finance by restoring alienated royal lands and dealing with independent moneyers. Coining and mints were returned to royal control by 1158 and the crown's monopoly restored. He also restored Nigel of Ely to the Exchequer and the subsequent Pipe Rolls show a steady improvement by 1164
- he dealt with the problem of lawlessness in the aftermath of the 'anarchy' of Stephen's reign, controlling or expelling mercenaries and introducing legislation such as the assize of Clarendon (1166) to deal with crime, the renewed eyres of royal officials to hear pleas (1168) and novel disseisin (1166) was to help with problems concerning land, reviving the use of royal writs. He also dismissed 2/3rds of Stephen's sheriffs (1162).

Nevertheless, there are a number of other factors, which suggest that Henry went further than mere 'restoration' which resulted in some backlash:

- Henry did experience some resistance from some members of the nobility c1155–1157 who resented the curtailing of their power and the inquiry of 1166 was an unprecedented intrusion. Henry was to use the results to levy scutage, but although he levied a traditional geld in 1155, this was abandoned as a political concession and was never used again. His supervision of private castles and the use of royal castles to control the nobility, as well as what they saw as their lack of real power would be responsible for rebellion in 1173
- the Inquest of Sheriffs (1170) saw the further replacement of local officials appointed earlier and a tightening of royal control. It also included queries into the holdings of the nobility – another unprecedented intrusion
- Henry's attempts to restore royal authority over the Church are not likely to be considered a success by 1170 due to what can be seen as the novel approach relating to the Constitutions of Clarendon. His intention was to arrest the growth of Church power, which had been allowed by Stephen's weakness, close ties to Rome, and the development of canon law in England, which had been fostered by Archbishop Theobald. Opposition in

1163 and 1164 did not only come from Becket, although his actions were to lose his sympathy after 1166

- the reaction to Becket's murder was to place Henry in a difficult situation.

Furthermore, students may consider that:

- he was the legitimate successor and faced no disputes to his succession which brought in a period of peace in which an exhausted country was willing to accept a strong hand
- the novel action involved in the actual codifying of the ancient customs was the major mistake, rather than Henry's policy itself. It was Becket's reactions that caused the problems in the light of the reactions of the English Church after 1166.

In conclusion, students may:

- consider that Henry was largely successful in restoring traditional royal authority over the political and economic aspects of the country. It was his attempts to 'turn the clock back' in relation to the developments made by the Church in the intervening period that meant it was not possible to restore ancestral customs in the way they had been applied before
- take the view that Henry's actions heralded a much more centralised and controlled royal government than England had experienced before due to his need to govern widespread cross-Channel realms
- point out that Henry's major successes were still to come and that there was more of Henry's introduction of what could be seen as 'new' practices rather than simply 'restoration' in the policies that followed.

**Question 2**

- 02** 'An effective political figure.'  
To what extent do you agree with this view of Eleanor of Aquitaine in the years 1154 to 1204? **[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 assess/identify the nature of Eleanor's position in this period and evaluate/explain her spheres of influence and balance this against the possibilities allowed to her in the light of her marriage, her children and the context of the time. They may also consider the historiography relating to Eleanor and the creation of her 'legend', both by contemporaries and historians.

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

- she was an effective figure in the rule of Aquitaine after Henry had placed Richard there as her successor. She acted as duchess and defended her son's interests in the duchy
- she encouraged her sons in rebellion against their father's control
- she played a central role in the politics and government of Richard's lands after 1189, acting at times as his regent, ordering the reforms of abuses, issuing written commands and being involved in councils
- she secured his kingdom during his captivity through diplomacy and military action
- she ensured the integrity of John's continental lands until 1204 by her political manoeuvring and legitimised his position. Only she was answerable for the rule of Aquitaine. John was only recognised as her successor through his homage and her authority over him in this was a matter of record.

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

- Henry's actions undermined any real political power she might have exercised in her own right. She was given no lands in England, unlike other queens since the conquest, and he did homage for Aquitaine, which swept her interests aside
- she never controlled resources, either financial or military during Henry's lifetime and was seen as her husband's representative only
- her role was as guardian for the future duke of Aquitaine. Henry used her to quell rebellion in the province until Richard was invested and even restored her in his last years to bolster his attempts to control Richard
- she supported John's kingship, thus providing him with political legitimacy against her grandson.

Furthermore, students may:

- consider that given Henry's abilities, there was little for her to do and there is a change after 1189
- point out that contemporary attitudes to women led to many of her political decisions being put down to spite and/or sexual jealousy which undermined their importance
- note that when she did wield power it was readily accepted because power in the hands of a queen mother challenged no fundamental political preconception.

In conclusion, students may:

- point out that she was an effective figure within certain times and areas. Her focus lay south of the Loire and she had little real interests elsewhere. She considered the dynastic needs of the duchy and defended its privileges, as a ruler should. For her, the political role as queen was always secondary to that of duchess.

**Or**

- point out that Eleanor was restrained by her role as wife and mother. She did have avenues to power but it was only after Henry's death that she was able to fully exercise that power. Her role before that depended on what he allowed her, which, from 1173–1189 was none at all. She exercised political influence on behalf of her husband and of her sons as a transmitter and legitimiser of royal power but achieved no real political power in her own right.

**Question 3**

- 03** 'A humiliating defeat for royal authority.'  
How valid is this view of the outcome of John's dispute with Pope Innocent III? **[45 marks]**

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

**Generic Mark Scheme for essays at A2**

Nothing written worthy of credit. **0**

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Students will need to assess/identify the causes of and principles involved in John's dispute with Innocent III and evaluate/explain the nature of the settlement reached in order to end the interdict and lift the excommunication. They should balance the terms of John's surrender against the changing context of the situation 1206–1213 and both the short and long-term effects of the agreement. They may also consider the wider political implications and the views of both contemporaries and historians.

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

- the apparent surrendering of customary royal rights over the election of the episcopacy which had been the major cause of the quarrel
- the situation relating to papal suzerainty over England and the possible future manipulation of England's foreign policy
- the financial impositions placed on England and the demands for restitution
- the acceptance of Langton and the giving-up of the ancient customs of the realm which his father had fought so hard for
- the return of exiled enemies to increase criticism of the king's actions and raise baronial rebellion.

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

- John never fully compensated the English Church for its financial losses due to negotiating from a position of relative power. Nor did he pay the pope
- he could now expect support of a papal overlord against his enemies rather than international condemnation for a climb down. The barons, Stephen Langton Magna Carta and Prince Louis were all to be admonished or condemned by the pope
- he did not concede the basic principles of the Crown's right to appoint to high ecclesiastical office as longer term results were to show.

Furthermore, students may make the following points:

- it was no disgrace to be a papal vassal in the wider context and John stated that the barons had agreed to it
- England was little affected by the interdict and there had not been sufficient discontent to cause rebellion against the king. Defiance or surrender made little difference to the people
- the growing context of papal power, Church developments and the competence of canon law meant that such 'surrenders' were more common than they had been. Times had changed.

In conclusion, students may consider:

- the context that informed John's decision to come to an agreement and the results of this
- the longer term effects of papal influence in England in the context of French occupation and the accession of a minor in 1216.

**Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)