

AS
HISTORY
7041/2A

Royal Authority and the Angevin Kings, 1154–1216
Component 2A The Reign of Henry II, 1154–1189

Mark scheme

June 2022

Version: 1.0 Final



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 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.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the dispute between Thomas Becket and Henry II?

[25 marks]

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21–25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16–20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11–15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and having little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6–10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1–5**
- Nothing worthy of credit. **0**

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 must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- as this is a letter written by some of the English bishops, it can be considered to be quite valuable, as these men were in a prominent position to be able to comment upon the dispute. As churchmen they will have had a full understanding of the complex theology behind the dispute, and also will have known both protagonists personally
- this letter was written in 1169, which contextually was at a time when numerous attempts to reach a settlement between the King and the Archbishop had foundered. This makes the source valuable as it can fully appreciate the stalemate that had ensued – largely as a result of Becket's intransigence and insistence upon the phrase 'saving my order' – which caused peace negotiations to falter
- the tone of the source conveys frustration with Becket's behaviour and stubborn approach to dealing with the King. This may affect value as the letter is clearly seeking to argue for a particular side with the Papal Legates. Added to this, it must be remembered that the other English bishops had taken Henry's side in the dispute, and so we are unlikely to get a completely objective account.

Content and argument

- the source is valuable when it suggests that Becket's stubbornness was key in the dispute. Throughout his whole time as Archbishop he had acted in a provocative and stubborn manner (eg his behaviour at his trial) and this was only going to anger the notoriously hot-tempered king. We know that other bishops counselled a more conciliatory approach (Gilbert Foliot called him a fool for not doing so)
- the source is also valuable in suggesting that Thomas put his own position and reputation before that of the wider Church (thus suggesting that his arrogance played a key role in the failure of peace negotiations) – Becket knew that Henry would financially penalise the Church – especially Canterbury – in his absence, and yet he refused any form of compromise. Indeed, during his exile, Becket's behaviour arguably became more provocative and he even began excommunicating key supporters of the King and even some other bishops in 1169
- however, the source is more limited in the way that it seeks to place more blame on Becket than Henry – who is described as 'serene'. This does not seem to fit with the reality of Henry's angry outbursts and retaliatory behaviours throughout the years of the dispute.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- William FitzStephen was a close colleague of Becket's, having worked as a clerk in his household since before Becket was chancellor. He was also with Becket during many of the critical events of 1170, including his death. This makes him a valuable eyewitness to the overall dispute and events leading to Becket's death
- William published his account after the death of Henry II, which may have allowed him to be more honest – the tone concerning the King's behaviour and role is clearly quite critical. However, Thomas was also a saint by this point, and so it is unlikely that a churchman like William would want to openly criticise a saint
- William was clearly a partisan of Becket's, indicated by the tone used to describe Becket and his accusers, which may limit value, and was also not present in Normandy for any of the events related here – thus also limiting his value.

Content and argument

- the source suggests that the three English bishops played a key role in the events which escalated the dispute and led to the death of Becket. This has great value as we know that it was Becket's excommunication of these men, using out of date Papal Bulls, on his return to England which began the spiral of events to December 1170. It is also the case that Becket was in England, whilst his accusers and Henry were in Normandy, so he was 'defenceless'
- that Henry's anger was important in the dispute also seems to be valuable. Henry had a famously volatile personality and he even accepted that his 'unguarded words' may have led to Becket's death when he reconciled with the Papacy at Avranches in 1172
- where the source is more limited is in its suggestion that Becket had done nothing wrong. Throughout the entire dispute, Becket had acted in a provocative manner, and he would do the same when the knights came to arrest him.

In arriving at a judgement as to which source might be of greater value, students might choose either source as the most valuable, and any supported judgement will be rewarded. They may decide that Source B offers an account by a genuine eyewitness and this might trump the self-interested appeal being made by the bishops in Source A. However, they may decide that Source A offers a 'true' snapshot from during the dispute, where Source B is clouded by the potential of hindsight and knowing about Becket's canonisation in 1173.

Section B

0 2 'By 1166, Henry II had solved the problems posed by the barons in 1154.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21–25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

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.

Arguments supporting the view that by 1166, Henry II had solved the problems posed by the barons in 1154 might include:

- Henry had taken into royal control, or had demolished, a huge number of adulterine castles. Overmighty barons, such as William of Aumale and Hugh Bigod, had had their power severely constrained
- the Cartae Barounum (1166) allowed Henry a forensic insight into the holdings of his barons, and meant that he was able to levy scutage payments effectively. It also acted as a reinforcement of the feudal obedience to the king of the under-tenants
- Henry used his feudal rights effectively to reduce the number of earldoms and to recover parts of the Royal demesne alienated by King Stephen
- Henry associated key barons within his government (eg Earl of Leicester was a justiciar in this period), which encouraged loyalty and support for his regime.

Arguments challenging the view that by 1166, Henry II had solved the problems posed by the barons in 1154 might include:

- Henry's behaviour towards the barons was considered by many to be oppressive and heavy-handed and was potentially storing up trouble for the future
- by 1166, Henry still did not have much control over the justice system, and it seems that baronial justice was still supplanting the King's justice in some localities. This explains why Henry felt the need for the Assize of Clarendon (1166) and why he replaced many of the sheriffs in 1162 – he was concerned that they were representing baronial, rather than royal, interests
- financially Henry still faced problems with his barons. His attempt to assert control over the coinage with the new 1158 recoinage had limited success and forgery and coin clipping continued. Henry also continued to struggle to raise revenues through scutages, feudal aids and the forest law – suggesting that the barons still had some measure of freedom from royal control.

Students might conclude that, largely, Henry had dealt with most of the problems that the barons had posed in 1154. However, it is important that they do consider that there were limits to this control in reality. Students may wish to make brief reference to the baronial rebellion in 1173/74 and this would be perfectly valid in light of the question. However, this is not expected, and students will not be penalised for not doing so. The majority of the evidence deployed should be from the period 1154 to 1166.

0 3 'It was the poor leadership of the rebels which enabled Henry II to defeat the Great Rebellion.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21–25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

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.

Arguments supporting the view that it was the poor leadership of the rebels which which enabled Henry II to defeat the Great Rebellion might include:

- there was a lack of co-ordination and central planning from the rebels. Many of the key participants had vastly differing objectives (Young Henry wanted to be king, the Count of Flanders wanted to reduce Henry's power, the King of Scotland wanted to annexe lands) and so this made it much easier for Henry II to pick off each of them in turn
- Young Henry seems to have been desperate to 'win at any cost' and thus made key errors of judgement. His use of Flemish mercenaries in England failed to take account of English sensibilities around foreign mercenaries (legacy of Stephen's reign) and his wholesale offering of lands and titles to rebel barons and the Scottish King alienated others who then acted loyally on Henry II's behalf
- Young Henry and King Louis were not as capable militarily as Henry II and there are numerous instances where his tactics were better, eg the 1174 siege of Rouen. Louis in particular seems to have underestimated the loyalty of the city to Henry
- the Scottish element of the rebellion was ended due to William the Lion making key mistakes during his 1174 invasion – thus leading to his capture and imprisonment.

Arguments challenging the view that it was the poor leadership of the rebels which which enabled Henry II to defeat the Great Rebellion might include:

- despite leadership problems, the threat against Henry was clearly large and so his own skills must be important. Henry was very good at prioritising which threat to deal with first (eg he left the justiciar in charge of England in 1173 as he perceived bigger threats in the French lands) and he was a master at creating a public image to ensure support – as seen with his penance at Canterbury in 1174
- the rebellion was also defeated because Henry was perceived to be a good ruler by many of his subjects, of all levels of society. The English Church (including the powerful bishops) were loyal to Henry, as were key sections of his baronage, such as the Earl of Cornwall. Many could remember the chaos of Stephen's reign and identified Henry as the man who had brought relative peace and prosperity to the country
- Henry had a number of key supporters who were very influential, eg Richard de Lucy and Ranulf Glanville in England who captured key rebels (Earl of Leicester and William of Scotland respectively).

Students could argue for a range of different reasons being most important and any supported judgement will be rewarded. They should focus their analysis on why it was defeated and not focus too much on a description of why the rebellion happened or a narrative account of each stage of it.