
AS History

7041/2A-Royal Authority and the Angevin Kings, 1154–1216

Component 2A The Reign of Henry II, 1154–1189

Mark scheme

June 2018

Version/Stage: 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 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

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, i.e. 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.

Royal Authority and the Angevin Kings, 1154–1216

Component 2A The Reign of Henry II, 1154–1189

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the position of Henry II at the start of his reign? **[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 have 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 a charter this is an official document, which would have been witnessed by the important men in the realm. This makes it valuable as it will be providing the official situation in 1153 – that Henry II is legally recognised as Stephen's heir
- the tone of the source is formal and legalistic and this style of announcement would be formal and binding as the earls and barons have sworn 'homage' and 'fealty'. This would be binding in front of God and so makes this source valuable in showing the strength of Henry's position
- there is a limitation in terms of value as the charter is from 1153 and Henry doesn't become King until 1154 and so it cannot reflect the entire situation of his coronation and accession.

Content and argument

- Stephen formally adopts Henry as his heir here, which makes the source valuable as it is clear that Henry's claim to be the next King is now very strong. Not only does he have the claim through being Henry I's grandson, but he now has clear designation from the incumbent king
- the source outlines what will happen to William fitzStephen, and clearly shows that he will accept Henry as King as well, which helps to increase value as William had a strong claim himself and this source shows us that he is essentially ruling himself out as a possible rival claimant
- all of the important men in the realm have sworn their loyalty to Henry and this is valuable as it means that they have made a binding promise, in the eyes of God, to accept Henry as the new King when Stephen dies. This makes it very unlikely that Henry will face a rival claimant, and indeed this is supported by the fact that Henry does not have to rush to his coronation when Stephen does die in the following year
- Stephen formally accepts that he will associate Henry in government henceforth. This is valuable as it shows that Henry will have time to start ruling the country and creating political alliances etc., before he formally becomes King. Henry took this opportunity and started to select the men who would serve him in government and he began tackling some of the issues in the country such as the mercenaries. This made his position by December 1154 much more stable.

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

Provenance and tone

- as a clear supporter of Henry, Robert was well-placed to have access to good information about Henry's actions as King at the start of his reign and this makes him a valuable source
- however, there are limitations in terms of value, such as the fact that he is based in Normandy and thus reliant upon second-hand information. As a clear supporter of the King, he might emphasise the successful actions taken. Robert knows that Henry is successful in establishing himself as King and so he might unwittingly play down some of the threats to his early rule
- Robert is clearly highly critical in tone of any of the possible opponents to the King ('false nobles', 'arrogant') and he also reflects on Stephen's weakness as a ruler ('imprudently distributed') which could possibly be a reflection of his desire to write positively about Henry. This could affect value as it might lead to an exaggeration of Henry's strengths.

Content and argument

- Robert says that Henry dealt with the 'imaginary and false nobles' which had been such a problem to Stephen. This is valuable for historians as it gives us the contemporary view that the nobility were a clear threat to the stability of a monarch's rule, and Stephen's reign had proved this. Henry did tackle such men (like William of Aumale or Hugh Bigod) quickly and decisively by confiscating land and castles
- Robert shows that Henry has at least two children by this early stage in his reign. This is valuable as having male heirs was considered important for Kings and this would be viewed positively by the important men in the country – God was clearly on the side of this new King
- Robert is also valuable in showing us some of the potential threats to the King, as he outlines the issues with nobles, mercenaries and lack of money in the Crown coffers. However, it might be a device in trying to emphasise how powerful Henry is, by making the situation appear worse than it really was, which is definitely something that supporters of Henry did (the 'Anarchy' of Stephen's reign is now much disputed) and so there might be a slight limitation in terms of value.

In arriving at a judgement as to which source might be of greater value, students might argue that Source B is more valuable as it reflects the actual situation in 1154/early 1155, rather than the promise of succession granted by the Treaty of Winchester. Source B also covers some of the threats which Henry faced, as well as his strengths, which provides a greater range of material for historians. However, any supported judgement will be rewarded.

Section B

- 02** 'It was the oppressive rule of Henry II which best explains the outbreak of the Great Rebellion in 1173.'

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 suggesting that it was the oppressive rule of Henry II which best explains the outbreak of the Great Rebellion in 1173 might include:

- key nobles rebelled against Henry and included men like Hugh Bigod who had suffered rather than prospered under Henry's rule. Hugh's castles had been confiscated and he had had to pay large sums to get them back. He had also lost out on land and power in East Anglia as a result of decisions made by Henry
- Henry had curtailed the powers of the barons through an extension of the rights of sheriffs as part of the Assize of Clarendon (1166) and this may have been a contributing factor to their involvement
- the Cartae Baronum (1166) meant that Henry could levy scutage more effectively and, on occasion, he forced submission and money from disgruntled subjects (e.g. the campaign to Toulouse in 1159).

Arguments challenging the view that it was the oppressive rule of Henry II which best explains the outbreak of the Great Rebellion in 1173 might include:

- the majority of the barons actually remained loyal to Henry in England and the bishops, despite Henry's arguably oppressive treatment of Becket, remained on the King's side throughout the rebellion
- the main protagonist in starting the rebellion was actually Young Henry. He was angry about his own lack of power and money, rather than the style of rule of Henry II – although he did try to gain support by saying that he would be a less oppressive ruler than his father
- the foreign involvement in the rebellion (e.g. King Louis and King William) was about trying to reduce the threat of Henry II and his huge collection of lands to their own territories, rather than an attempt to change his style of rule
- Eleanor and Richard seem to have been interested in exerting their own authority in Aquitaine – they did not think that Henry's rule was oppressive per se, they resented his interference in affairs which they thought they should be in charge of.

Students are likely to argue that, whilst the style of rule adopted by Henry might have encouraged some of the barons to join in, the root cause of the rebellion was the dissatisfaction of Henry's sons and wife at his refusal to relinquish power and authority to them. The barons were unlikely to have rebelled without encouragement from Young Henry. However, any supported judgement will be rewarded.

- 03** 'The growth of towns was the most important social and economic development in Henry II's reign.'

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 suggesting that the growth of towns was the most important social and economic development in Henry II's reign might include:

- growth of towns was stimulated by trade with Henry's lands on the continent: increased trade led to increased prosperity amongst the developing middle class who were distinct from the normal feudal hierarchy. Increased access to luxury items changed the lives of the aristocracy as they were the main purchasers of such products
- a number of merchant guilds developed in towns in this period as a result of the growth of trade, which helped to increase the prosperity of those living there. The members of such guilds were often the dominant figures in the governing bodies of the towns
- as towns were economically important to the King, he gave them certain liberties and freedoms which increased their political influence (the most important towns came under royal control not baronial) – they had rights and duties different from those living amongst the rural population and had some measures of self-government and autonomy
- the number of Jewish communities in England grew and spread alongside the growth of towns – as the Jews fulfilled an important economic role in trade, and many people began to borrow money from them, as evidenced by the Exchequer of Aaron.

Arguments challenging the view that the growth of towns was the most important social and economic development in Henry II's reign might include:

- literacy increased due to the increased demand for educated men to work in local and central government departments. The University of Oxford began to develop at a faster rate
- people of all social classes had better access to justice through the justices in eyre and the ability to purchase civil writs such as mort d'ancestor and novel disseisin
- there were some significant changes in the rural economy – most notably mining flourished and provided a financial boost, as did the sheep farms of groups like the Cistercians. However, this increase in wealth was restricted to an interested minority
- the vast majority of the population remained as illiterate peasants, based in rural communities and opportunities for relocation remained few. However, the lesser aristocracy did begin to see changes as their direct military role became less important, but this was a slow process.

Students are likely to conclude that towns were a significant development in Henry's reign and, for those living there, life will have changed significantly. However, they may argue that such changes were not always representative of the whole country and many would have found the changes in justice more significant. However, any balanced and supported response will be rewarded.