

AS
HISTORY
7041/2A

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

Mark scheme

June 2019

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 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.

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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, 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 Henry II's relationship with Philip II of France? **[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

- Gerald worked at Henry II's court and so was well-placed to know about events such as the behaviour of Geoffrey in the 1180s and Henry's own reactions to this
- Gerald was very bitter about his failure to gain the office of Bishop of St David's and wrote very negatively about Henry II and his sons in the 1190s until his death – the tone here is critical of both Henry and Geoffrey and suggests that they are to blame for the poor relations with France – Geoffrey especially. He was trying to build a picture that Henry and his sons were responsible for the bad things that happened to them.

Content and argument

- Henry had encouraged his sons to work against each other in the 1180s – he encouraged both Geoffrey and John to attack Richard's lands in Aquitaine. Thus, it is valuable to suggest that he was partly to blame for creating a problem which Philip would then use against him
- Geoffrey spent much of his life quarrelling with his father and siblings over land and power and does seem to have attached himself to Philip by the time of his death – he had sworn fealty directly to the French King for Brittany, which contradicted Henry's own feudal claim over the duchy – thus, Gerald is valuable in showing how internecine strife helped to cause the problems with France
- Gerald seems to downplay the role of Philip in the disputes with Henry – he is portrayed here as an innocent bystander to Geoffrey's meddling, where in reality he was offering great inducements to pull Henry's sons away from him – he would later do the same with Richard after Geoffrey's death.

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

Provenance and tone

- Rigord was a contemporary to the events he was describing and, as a monk of St Denis, was well-connected and could access official records and accounts
- as Rigord was writing of the deeds of the French King he is unlikely to portray him in a negative light ('most Christian king') – where the tone used about Henry is very negative ('tricks and dodges') – thus the portrayal of Philip as completely innocent in causing any dispute must be questioned.

Content and argument

- Henry and Philip did have numerous disputes about the contents of Margaret's dowry and also Richard's betrothal to Alice and the position of places like Gisors and the Vexin – thus, it is quite valuable to show that these negotiations were a key reason for the poor relations
- the portrayal of Henry II here does fit the way in which Henry had behaved in his dealings with both French kings – he initially saw Philip as weak and continued to behave in a manner which Philip found insulting once he became more powerful in the years after 1182
- Philip is portrayed as being entirely legally in the right, in terms of his invasions into Henry's territory – but he also used underhand methods (plotting with Richard behind his father's back) which Rigord obscures in his attempt to portray a certain version of Philip.

In arriving at a judgement as to which source might be of greater value, students might argue that Source B shows that the poor relations had some legal basis and were not just due to family disagreements. However, any supported judgement will be rewarded.

Section B

02 'The Church posed a serious threat to royal authority throughout the years 1154 to 1166.'

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 Church posed a serious threat to royal authority throughout the years 1154 to 1166 might include:

- the Church, in Stephen's reign, had extended its authority over many legal issues – and there seemed to be an explosion of crimes involving clerks. Henry could not effectively restore full control over the justice system (and gain enough money from fines to restore his treasury) without tackling the many grey areas surrounding the ecclesiastical courts – the debate over criminous clerks especially escalated after the Council of Westminster in 1163, threatening Henry's authority
- at the start of his reign, royal authority was threatened by over-mighty barons. The bishops and abbots of England were also prominent landholders and Henry had to tread carefully, given that the Church had been instrumental in supporting him in 1153
- Archbishop Theobald had showed that the Church had much freedom from royal control (he attended European Councils without Stephen's permission and he also refused to crown Eustace/supported Henry's claim in 1153) – Henry would need to ensure that prominent Church vacancies were filled by loyal men, but this could bring conflict as the Church had been promised free elections by Stephen
- the threat to royal authority escalated after Becket's appointment as Archbishop in 1162. He excommunicated men without Henry's permission and refused to append his seal to the Constitutions of Clarendon. By 1166 he was in exile and had been appointed a Papal Legate – a power which he used against Henry.

Arguments challenging the view that the Church posed a serious threat to royal authority throughout the years 1154 to 1166 might include:

- the Church leaders had been instrumental in supporting Henry's claim in 1153 and his accession in 1154 – they had crowned him and would find it difficult to then question his authority without questioning their own
- churchmen filled many important roles in Henry's newly restored administration, e.g. Richard FitzNeal at the Exchequer and Becket as Chancellor, that he did not struggle to fill these roles and that he found very capable men suggests that Henry broadly had the support of the Church in his attempts to restore royal authority
- Henry and Theobald seem to have worked well together in the years 1154 to 1161, e.g. Henry took Theobald's advice over appointing Becket as Chancellor – it was Becket's antagonistic behaviour which then precipitated the conflict after 1162.

Students might conclude that the Church, and especially questions over its feudal position, did pose a potential threat to royal authority, but, in reality, Henry worked well with men like Theobald and that the serious threat only emerged with Becket after 1162. Even then, Becket was in exile by 1166 and Henry maintained the support of the other English bishops. Any supported judgement will be rewarded.

03 ‘The main reason for the failure of the Great Rebellion was the weak leadership of the rebels.’

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 main reason for the failure of the Great Rebellion was the weak leadership of the rebels might include:

- Louis was not an inspiring military figure – he retreated whenever Henry II attacked him directly (e.g. Rouen in 1174)
- Young Henry had inspired a huge rebellion against Henry II but he lacked the ability to unify the various aims of those involved – thus Henry II could tackle the various parts one by one and pick them off
- Young Henry failed to materialise in England and thus the English part of the rebellion was left to the nobles here and the intervention of the Scottish King – he showed poor leadership and judgement on a number of occasions, most notably leading to his capture at Alnwick in 1174.

Arguments challenging the view that the main reason for the failure of the Great Rebellion was the weak leadership of the rebels might include:

- Henry II demonstrated vigorous military leadership and he used his vast resources to employ mercenaries to fight on various fronts for him
- Henry II had a number of very loyal subjects – most notably in England he could feel secure enough to leave much of the campaigning here to men like Richard de Lucy and the Earl of Cornwall
- Henry II was lucky on a number of occasions, e.g. the capture of Eleanor, the capture of William the Lion and the death of the Count of Boulogne.

Students might conclude that the rebellion facing Henry had many internal issues with motivation and a lack of a unified aim and that without strong leadership it was doomed to fail. However, any supported judgement will be rewarded.