
AS

History

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

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Royal Authority and the Angevin Kings, 1154–1216

AS History 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 why Henry II was able to defeat the Great Rebellion? **[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

- the tone is reverent towards the role of God in Henry's victory
- as William was a contemporary, based in the North, he would have been able to discuss English events (especially the capture of the King of Scots) with some reliability
- as a monk, his view of the role of Henry's penitential acts at Canterbury is possibly overstated.

Content and argument

- Henry was fortunate in that the day after his penance at Canterbury, the King of Scots was captured at Alnwick – which does seem to support the source and was certainly the view of observers at the time
- the speed with which Henry progressed around the various sites of the rebellion is covered by William and was certainly true – he did not rest until all of his various enemies had been defeated – this was undoubtedly one of his key military strengths
- Henry maintained public support in England – partly because of his penance at Canterbury and partly because of the rebels' use of Flemish mercenaries – both of which are discussed in this source
- however, this source only tackles the events in England – Henry had a lot of loyal support in England (from the barons and the Church) – much of the fighting he had to do took place in France, so the source has limited value here.

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

Provenance and tone

- the tone of the source is quite praiseworthy about the citizens of Rouen and is less than enthusiastic about the nature of the French forces
- as Ralph was a contemporary he probably had access to accurate accounts of the events he is discussing

- however, he is writing from the perspective of Henry's side and so this might lead him to exaggerate French weaknesses.

Content and argument

- Rouen certainly remained loyal to Henry, which provided him with the time to deal with problems elsewhere, before turning to Normandy's capital itself
- Louis VII was a poor military leader and he did tend to avoid open conflict with Henry – who was far more resolute and skilled than him
- the source fails to discuss the internal problems within the rebellion – such as the very mixed motives of the rebels, which made Henry's job much easier.

Students might conclude that Source B is more valuable as it touches upon several reasons for the defeat of the huge coalition facing Henry – Louis' poor military leadership and the loyalty of Rouen, as well as Henry's own resolute action – whereas Source A seems to suggest that Hand of God as being of paramount importance. However, any supported judgement should be credited.

Section B

02 ‘By 1166 Henry II had successfully restored royal authority.’

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 by 1166 Henry II had successfully restored royal authority might include:

- Henry faced no major rebellions from the barons in this period despite his policy of removing lands and castles they had taken during Stephen's reign
- in 1166 all barons were to provide details of how many knights they had granted land to (the *Cartae baronum*). This meant that Henry could effectively levy scutage in the future and it also entailed an oath of fealty from the barons
- the Assize of Clarendon helped to establish the authority of the King's justices across the whole of the country
- administrative changes, restoration of royal lands and financial reforms all meant that Crown income had doubled by 1166 from 1154.

Arguments challenging the view that by 1166 Henry II had successfully restored royal authority might include:

- in 1166 Henry's control over the Church was questionable as Becket was in exile and, as Papal Legate, had excommunicated some of Henry's key supporters
- Henry's annual revenues were still far below the amounts from Henry I's reign and this was not helped by his failure to effectively re-establish the geld. Henry was thus reliant upon less reliable forms of income
- the barons did not like the way in which Henry manipulated the feudal system to his own advantage – for example he would aggressively pursue his rights over wardships and often 'trimmed' down an earldom when a new holder came into power. This created tensions which would trouble Henry in the future
- until the 1170 Inquest of Sheriffs, many men in these positions were still either the local baron, or a nominee of his, which reduced royal authority in the localities.

Students are likely to conclude that Henry did successfully restore control in many ways by 1166. Although a few barons would rebel in future years and tension was palpable, Henry had a fairly secure grip over England. This is probably best evidenced by the widespread support for the King during the Becket dispute. However, any supported judgement should be rewarded.

- 03** ‘The most important reason why Henry II involved himself in Ireland was to improve relations with the Papacy.’

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 Henry II involved himself in Ireland in order to improve relations with the Papacy might include:

- the timing of Henry's first invasion came after the death of Becket and Henry was hoping to avoid further punishment by the Pope by absenting himself from the reach of the Curia
- Henry had had a Papal Bull authorising an Irish campaign since 1155, but he chose to utilise this in 1171
- once Henry had arrived in Ireland he held a council in which many Church matters were discussed and rules were enforced for the future of the Irish Church
The Irish Church was in dire need of reform and the Papacy had very limited influence here. Practices such as divorce and non-payment of tithes were common.

Arguments challenging the view that Henry II involved himself in Ireland in order to improve relations with the Papacy might include:

- Henry needed to establish a Lordship for his youngest, and favourite, son, John
- Henry was concerned about the behaviour of Strongbow and wished to rein him in and prevent him from becoming too independently powerful
- Henry was generally interested in increasing his 'empire'
- Ireland had, in the past, offered shelter to English rebels, and Henry wished to prevent this in the future.

Students are likely to argue that the timing of Henry's invasion indicates that, whilst Ireland might have been part of a long-term plan, he was primarily hoping in 1171 to gain some favour from the Papacy in the light of the Becket affair. By absenting himself whilst tempers cooled, Henry could negotiate a more favourable settlement with the legates in 1172. However, they may argue otherwise and any supported judgement should be rewarded.