
AS HISTORY

Paper 2A Royal Authority and the Angevin Kings, 1154–1189

Mark scheme

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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AS History Paper 2 Specimen Mark Scheme

2A Royal Authority and the Angevin Kings, 1154–1189

Section A

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|---|---|---|-------------------|
| 0 | 1 | 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 quarrelled with Thomas Becket? | [25 marks] |
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Target: AO2

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

Generic Mark Scheme

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|------------|--|--------------|
| 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 of 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

- this is a more favourable view of Henry, as William of Newburgh had no immediate involvement in the situation
- the language is moderate for the most part but it does stress that Becket made an uncompromising refusal. This makes Becket appear to have no reasonable cause for acting in this way
- Henry is shown as attempting to be reasonable, ‘persuading’ the bishops and only becoming angry in the light of Becket’s apparently arbitrary refusal.

Content and argument

- Source A states Henry’s principles clearly in relation to criminous clerks. This ties in with his desire to restore peace and order to England and foreshadows his later legal reforms
- it also mentions the freedoms and ‘privileges’ of the Church which were important to Becket, who took his stance regarding Henry’s suggestion regarding their treatment on the Bible text ‘God does not judge twice for the same offence’
- the stances that the two took as autocratic monarch and head of the English Church affected aspects of the quarrel, such as Becket’s excommunications of English Bishops and officials after the coronation of the young king. The failure to reach a compromise acceptable to both is possibly related to this.

Contextual knowledge should be used to assess the validity of these points, for example:

- to assess that William of Newburgh is inaccurate in describing the reaction of the bishops at the Council of Westminster and this could be linked to his isolation in both time and area from the centre of the action
- to corroborate and challenge the respective views of Henry and Becket in relation to the Church’s rights over criminous clerks
- to corroborate or challenge the portrayal of Henry and Becket at the Council of Westminster

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

Provenance and tone

- Herbert of Bosham was an observer and this gives his view value
- he was to remain with Becket until just before the Archbishop's death, shared his exile and represented Becket to the pope, so his loyalties are firmly with Thomas in this. This is a more subjective view
- the language is more extreme than Source A especially in relation to the King. Henry is presented as autocratic and 'demanded' unquestioning obedience, his demands being made 'uncompromisingly'.

Content and argument

- it acknowledges the situation in relation to Henry's concerns about criminous clerks but the mention is just of 'crimes', which could undermine the severity of the punishment
- it gives an insight into the reasons why the Constitutions were to cause problems. They appeared to run contrary to canon law and were written down which gave them greater definition – the 'new form' referred to.
- It was this that the Church and the papacy objected to.

Contextual knowledge should be used to assess the validity of these points, for example:

- the accuracy of the portrayal of Henry II at this Council and also of Becket
- the extent to which Henry was demanding new rights as suggested in the extract
- papal concerns

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) Source B is more subjective than Source A and the motivation of the writer is known from the provenance, which does appear in the negative picture of Henry, as opposed to a more reasonable Becket. Becket is shown in Source B as having the full agreement of the bishops, but it does provide rather more depth of detail on the council than does Source A. Whilst Source B is valuable evidence of the Church's reaction, Source A is more objective and may be argued to be of more value. Any supported argument as to relative value should be fully rewarded.

Section B

- 0 2** 'It was the desire to restore law and order that brought changes to the judicial system in the reign of Henry II.'

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

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|------------|--|--------------|
| 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.

Factors which agree with the statement might include:

- rights to property were to be safeguarded, through the use of the petty assizes and the Grand Assize, in the light of the problems caused by Stephen's reign with regard to land and inheritance
- major offences against persons (felonies) became criminal rather than civil cases and the business of the royal court
- the discovery and prosecution of crime was made a priority after the disorder of the previous reign and the Great Rebellion with the Assizes of Clarendon and Northampton, juries of presentment and a General Eyre.

Factors which disagree might include:

- judicial profits from fines and confiscations effectively collected provided the Crown with income
- royal control over justice strengthened the King's authority and weakened baronial power. Royal rights were also extended in the localities
- jurisdiction to title over land was exercised only with specific royal authority
- the establishment of the Exchequer as a regular court for hearing civil litigation functioned only with specific authority from the King.

Good answers are likely to/may conclude that Henry's personal interest in the law led him to bring peace and justice to his subjects by safeguarding the rights of property and enforcing criminal justice. However, it is also possible to conclude that he was concerned with strengthening royal power and authority within the kingdom.

0 3 'It was Henry II's treatment of his sons that led to the Great Rebellion of 1173–1174.'

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.

Factors in favour of the proposition might include:

- the coronation of the young King in 1170 made him realise that he exercised little real power in the lands that were nominally his. His brothers Richard and Geoffrey also felt that they experienced far too much control from their father in their territories and none of them had access to sufficient funds
- the attempt by Henry to settle some castles that belonged to the young King on John was the spark that ignited the war.

Factors which disagree might include:

- Eleanor of Aquitaine encouraged her sons as she felt her own authority in her duchy had been diminished by her husband. It was she who sent them to Louis VII to give the rebellion some justification
- the ambitions of Louis VII and William I of Scotland to reduce Henry's power in their territories
- the baronial reaction to Henry's restoration of strong monarchical authority in England after the laxity of Stephen's reign.

Good answers are likely to/may conclude any of the following:

- it was Henry's refusal to share power that caused his sons to rebel in the light of the agreement made to end the conflict, although the final years of Henry's reign are again troubled by rebellious sons
- it is also possible to hold Eleanor responsible due to the extent of her involvement and Henry's imprisonment of her later, though she was captured before the real conflict began
- Louis VII had much to gain and was largely responsible for encouraging his young son-in-law to extremes.

