

AS
HISTORY
7041/2A

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

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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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.

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 Henry II's involvement in Ireland?

[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 a letter from the Pope, this source is likely to emphasise the religious angle behind Henry's involvement in Ireland – hence the references to the impious behaviour of the Irish and the need for reform. This has some value as Henry was keen to seek Papal approval following his invasion. The murder of Thomas Becket was a potential problem for Henry and the Papacy was partly appeased through the actions he took in Ireland
- however, this religious angle could also limit the value of the source as Henry undoubtedly had numerous motives behind his expedition
- a further limitation could be the audience the Pope is addressing – he will want to persuade the Irish bishops to come more under the influence of Rome and so will want to emphasize Henry's religious intentions.

Content and argument

- the source argues that Henry's actions in Ireland have been around educating the people and getting them to 'respect the divine law'. There is some value here as Ireland was not especially under the influence of Rome and the reform movement and the Pope had shown some possible interest in an expedition here in the 1150s
- the suggestion that Henry is 'our dearest Son in Christ' has value as Henry was keen to undertake penance for the death of Becket (as shown by his actions at Avranches in the same year as this letter) and he also took steps towards reform of the Irish Church through the 1172 Cashel Synod
- the complete focus on the religious behaviour of the Irish seems to be a limitation to the value of the source as Henry did little to practically improve the behaviour of ordinary Irish people beyond one church council in 1172. Indeed, he did little to change the hierarchy of the Irish Church or improve the education of the Irish clergy.

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

Provenance and tone

- Gerald had visited Ireland as part of the retinue of Prince John in 1185 and so he was an eyewitness to one of Henry's possible motives – to create a kingdom for his youngest son, who was granted a crown by the Pope on the advent of this expedition. As a royal clerk, Gerald was well-placed to comment – which adds value
- the tone deployed by Gerald is high in praise of Henry II and his achievements, which might limit value as he is seeking to glorify the King and all of his achievements, including those relating to Ireland. Gerald's motivation might be because he was seeking a promotion from the King.

Content and argument

- Gerald suggests that Henry had 'added' Ireland to a long list of triumphs. This suggests a motivation of empire-building behind Henry's intervention in Ireland. This has value as Henry worked throughout his reign to add territories to those he had inherited from his parents (including Aquitaine, Brittany and Ireland)
- Gerald talks of Henry not having had chance to restore order to the country before being called away by a baronial rebellion. This has some value as Henry was forced to withdraw men from Ireland upon hearing of the outbreak of the Great Rebellion in 1173. However, Henry showed limited interest in Ireland beyond appointing some officials to control key areas such as Dublin and Waterford, and thus Gerald is perhaps exaggerating about Henry's initial intentions
- Gerald references a religious motive for Henry's intervention ('securing peace to the Church of Christ') – which has some value as Henry was in need of Papal forgiveness for his involvement in the death of Thomas Becket in 1170 – hence partly explaining his invasion in 1171.

In arriving at a judgement as to which source might be of greater value, students might consider that Source B has greater value as it suggests that Henry had a range of motives for involving himself in Ireland, where Source A merely considers his religious motivations. However, they might also consider that Gerald was seeking a promotion to St David's and thus was overtly sycophantic in his description of Henry's motives, where the Pope might be considered to have less of an agenda. Any supported judgement will be rewarded.

Section B

0	2	'Thomas Becket's death was the result of his difficult personality.'
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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 Thomas Becket's death was the result of his difficult personality might include:

- when the knights arrived in Canterbury to arrest Becket in 1170 he was abusive towards them which escalated the situation
- Becket had refused to compromise with the King on numerous occasions (eg over criminous clerks and the Constitutions of Clarendon) which had angered Henry. This meant that Henry was quick to anger when he heard of further behaviour from Becket which angered him in 1170
- Becket refused to compromise with the King during his years in exile, even when Henry showed willing (eg at Montmirail in 1169). When Becket was allowed to return to England, he behaved provocatively in excommunicating the Bishops.

Arguments challenging the view that Thomas Becket's death was the result of his difficult personality might include:

- Becket claimed to be arguing for the rights of the English Church and standing up to what he saw as unreasonable behaviour from Henry II, for example he claimed that Henry's plans for criminous clerks would, in effect, be trying a person twice, which was forbidden
- Becket had support from both the King of France and the Pope in his stance against Henry II and, following Becket's death, Henry was forced to rescind the Constitutions of Clarendon as detrimental to the Church
- at Avranches, in 1172, Henry admitted that his 'unguarded words' were responsible for the death of Becket, thus suggesting that Henry's own personality played a key role in events.

Students may consider a multitude of possible reasons for Becket's death – they may consider the roles of personality and also principle. Good answers will link their points to the actual death of Becket in 1170, rather than just focusing on why there was a dispute with the King in the first place from 1163/4. Any supported judgement will be rewarded.

0 3 'Money was the most significant motive for Henry II's legal reforms.'

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 money was the most significant motive for Henry II's legal reforms might include:

- at the start of his reign, Henry had a much-depleted treasury and limited revenue streams: fines were the most common punishment meted out in this time period and so offered a solution to the King's money problems. He would need an improved legal system in order to maximise his income
- Henry's squabble with the Church over the punishment of criminal clerks primarily focused on the punishments that were meted out and might reflect his desire to gain any money from fines rather than this going to the Church
- in the Assize of Clarendon it was established that the accused would surrender any chattels as security before their trial – these would then be sold and the revenue given to the Crown if they were found guilty
- one of the developments of the Assize of Northampton was the common writs which could now be purchased from the chancery – these were very popular.

Arguments challenging the view that money was the most significant motive for Henry II's legal reforms might include:

- Henry promised to restore law and order and justice in his coronation oath – this was especially relevant after the 'anarchy' of Stephen's reign. Henry had much popular support in 1154, partly because he offered greater stability
- Henry was very keen to restore and extend royal authority which is suggested by the improvements made to the travelling 'justices in eyre' made at both Clarendon (1166) and Northampton (1176) – the King's justice was now much more accessible for all people in the country, despite the King's frequent absences
- Henry partly reformed the legal system in order to constrain his barons – this is evidenced by the wider powers given to sheriffs at Clarendon alongside the frequent inquests of sheriffs throughout his reign
- that Henry was concerned about his security and position is evidenced by his need to extend and refine the Assize of Clarendon with the Assize of Northampton in 1176 – after the Great Rebellion and at the same time as he had seized all of the barons' castles and taken them into royal control.

Students might argue that Henry had a range of motives behind his legal reforms, but that royal authority was the most significant reason. This is explained by his consistent reforms and refinements as his reign progressed and events suggested that changes were needed – if money was the sole motive then his changes would have been brought in more rapidly and the costs of things like writs would have been much higher. However, any supported judgement will be rewarded.