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# A-level **HISTORY**

Paper 2A Royal Authority and the Angevin Kings, 1154–1216

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**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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## A-level History Paper 2 Specimen Mark Scheme

### 2A Royal Authority and the Angevin Kings, 1154–1216

#### Section A

- |          |          |  |                   |
|----------|----------|--|-------------------|
| <b>0</b> | <b>1</b> | With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the quarrel between Henry II and Thomas Becket. | <b>[30 marks]</b> |
|----------|----------|--|-------------------|

*Target: AO2*

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

#### Generic Mark Scheme

- |            |   |              |
|------------|---|--------------|
| <b>L5:</b> | Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context.   | <b>25-30</b> |
| <b>L4:</b> | Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context.   | <b>19-24</b> |
| <b>L3:</b> | Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. | <b>13-18</b> |
| <b>L2:</b> | The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), <b>or</b> it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context.   | <b>7-12</b>  |
| <b>L1:</b> | The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context.   | <b>1-6</b>   |

Nothing worthy of credit.

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### 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 respond to each source in turn or to adopt a more comparative approach. For example, they may consider the political aspects of the quarrel and how it impacted on Henry's actions or they might also include the personal aspects of the relationship between the two men and the effects of their temperaments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

**Source A:** In assessing the value of this source, students may refer to the following:

#### Provenance

- although he was a member of Becket's household, FitzStephen was to benefit from royal patronage after 1170 as he always attempted to take a balanced view of the quarrel. It does sometimes lead to a less than realistic account, as it does here
- however, he was close to the centre of the action from the time Becket was made chancellor and this gave him some insight into the situation.

#### Content and argument

- students may deploy contextual knowledge to enlarge on the importance of Henry's views of the royal prerogative and the basis of his argument here, balanced against Becket's rather cavalier treatment of royal rights in relation to the Ancient Laws and Customs of the kingdom
- Henry's view of Becket's betrayal is shown as possibly being based more on personal feeling than principle, as is the opposition of the nobility and the bishops to the Archbishop's stance. This does present an opportunity to comment on the lack of support that Becket was to experience in England and some of the resentment harboured by those who resented his rise to power.

#### Tone and emphasis

- he blames outside influences for the King's actions in an attempt to excuse Henry's actions and shows others as acting from petty, personal motivations. This makes the reasons for the quarrel appear to be the result of weakness and petulance. The political principles, which informed Henry's actions, are lost at the start.

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**Source B:** In assessing the value of this source, students may refer to the following:

### Provenance

- it is contemporary and from a member of Becket's household who witnessed the events
- 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.

### Content and argument

- it reflects the bases on which both men rested the essence of their arguments: Henry, as the King and a true autocrat who expected obedience from his vassals and placed his argument within the context of the royal prerogative; and Becket, as the representative of growing papal power which acknowledged no superior
- students may use contextual knowledge to comment that the end of the source shows the extent to which Henry was prepared to go in order to undermine Becket's position and so get his own way, giving an insight into the man himself and the way in which the situation developed
- the wider context relating to Henry's need to enforce royal authority in the light of the situation by 1154 and his interest in justice, which was to develop more fully after 1170, are hinted at in the references to 'the royal customs...in the time of his grandfather' and 'oaths of fealty', as well as the references to 'criminous clerks and 'major crimes'. This appeal to custom was to be his justification
- the reluctance of the bishops is explained as being based on this 'new procedure', which was the codification of custom introduced in the Constitutions of Clarendon and was to form the major reason for papal condemnation.

### Tone and emphasis

- the language is more extreme than Source A, especially in relation to the King. Henry is presented as autocratic and 'demanded' unquestioning obedience
- his reasons for these demands are not really explained
- his famous temper is demonstrated but no reason is given for his anger, which makes him appear petulant and unreasonable, as does his refusal to take the bishops' views 'into account'
- Becket is seen as making 'a convincing argument' from an informed viewpoint relating to canon law, in contrast to the King's views which are based on his personal interpretation only and what he 'interpreted' it to be
- placing the King's demands that Becket 'surrender...castles and lands' on the following day make him appear spiteful and childish. This was to lead to the problems at Northampton and Becket's exile.

**Source C:** In assessing the value of this source, students may refer to the following:

### Provenance

- doubt can be cast on the reliability of this source as it purports to report a private conversation 'when they were alone' verbatim

- however, its usefulness lies in the benefit of hindsight. Its knowledge of the outcome is used to show the strength of Becket's religious conviction, which led to him paying the ultimate price, justifying his position to some extent.

### **Content and argument**

- Henry's arguments appear to be based on emotion and his feelings of personal betrayal by Becket, but students may deploy contextual knowledge in order to enlarge on his comment relating to royal supremacy
- the phrase 'saving my order' was to prove a major stumbling block to settlement between the two almost from the start
- the source can also be used to reflect on the gulf between the two and the reasons for their inability to reach a negotiated settlement, which was the result of stubbornness as much as political incompatibility of ideas.

### **Tone and emphasis**

- the use of conversation gives this an immediacy and impact. There is the feeling that personal emotions are being expressed
- the strength of Becket's religious conviction – reaching to martyrdom – is stressed to add justification to his stance
- Henry does not only resent Becket because of his antagonism to the King's political principles but also because the 'proofs of my love for you have been so easily forgotten'
- the play on the word 'lord/Lord' is used to show where Becket's loyalties really lie.

**Section B**

- |          |          |   |                   |
|----------|----------|---|-------------------|
| <b>0</b> | <b>2</b> | To what extent was it Henry II's baronial policy from 1154 that led to the Great Rebellion of 1173 to 1174? | <b>[25 marks]</b> |
|----------|----------|---|-------------------|

*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**

- |            |   |              |
|------------|---|--------------|
| <b>L5:</b> | Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.  | <b>21-25</b> |
| <b>L4:</b> | Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.   | <b>11-15</b> |
| <b>L2:</b> | The answer is 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.  | <b>1-5</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

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## 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:

- the rebellion was a reaction to Henry's restoration of strong monarchical authority after the laxity of Stephen's reign. They resented the loss of their castles, the reclaiming of Crown lands, the extent of royal control in justice, finance and local government and the denial of inheritance
- the young King bribed them with promises of restoration of baronial rights and privileges.

However, the baronial involvement was limited in England, with the majority supporting Henry, and it did not cause a major threat.

Factors which could also be considered to be responsible might include:

- the dysfunctional family relationships. The ambitions of Henry's elder son, the resentment of himself and his brothers concerning the degree of their father's control over their territories, vassals and incomes and the problem caused by the castles bestowed on John. Eleanor also had her own concerns in both their private and political lives
- the ambitions of Louis VII of France and William I of Scotland in their desire to limit Henry's control over territories that they considered should be their sole concerns, which led to a substantial involvement and commitment from both.

Good answers may conclude that Henry brought these troubles on himself due to his despotic attitude to his family, his vassals and his neighbouring monarchs. It is also possible to consider the individual motives of the other participants in order to arrive at a conclusion.



**0 3** 'The government of England was never stable during the reign of Richard I.'

Assess the validity of 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

- |            |   |              |
|------------|---|--------------|
| <b>L5:</b> | Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.  | <b>21-25</b> |
| <b>L4:</b> | Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.   | <b>11-15</b> |
| <b>L2:</b> | The answer is 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.  | <b>1-5</b>   |
|            | Nothing worthy of credit  | <b>0</b>     |

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### 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 consider the point of the view might include:

- the financial demands made on England, in particular for the crusade and the King's ransom, caused problems in England due to the sale of offices and other revenue raising methods
- the government was less than effective due to the appointment of, and subsequent problems with, Longchamp and the situation relating to Prince John.

However, it is possible to see 1193 as a turning point.

Factors which argue against the view might be:

- the role of Eleanor in securing Richard's government in the face of possible rebellion
- the work of Eleanor and Walter of Coutances
- the success made of the governing of England by Hubert Walter.

Good answers are likely to/may conclude that this is a reign of two halves and that the appointment of Hubert Walter stabilised the government due his dominant role in both Church and State. It is also possible to add that England was accustomed to absentee kings and it was a series of unfortunate events, coupled with John's ambition, that led to a temporary destabilisation. Others may take a longer view and point out that England was still financially compromised by Richard's war with Philip Augustus and this was to prove destabilising to royal government in John's reign.

**0 4** 'Magna Carta was designed solely to protect the feudal rights of the baronage.'

Assess the validity of 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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| <b>L4:</b> | Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.   | <b>11-15</b> |
| <b>L2:</b> | The answer is 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.  | <b>1-5</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

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## 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 view might be:

- there were growing financial pressures on the baronage due to what they perceived as the misuse of feudal lordship in regard to scutages and the arbitrary exercise of royal rights in relation to reliefs, wardships and marriages. The Crown did not apply the fixed rules on what it was reasonable for lords to exact from their vassals to itself
- the Crown could also exploit its feudal lordship for political reasons when it had its vassals at its mercy. Debts incurred by these exactions were left on the Exchequer and the threat of their being called in was used as a means of control
- they felt that traditional patronage was being denied to them by the King's reliance on foreign mercenaries and officers.

However, even if the link was not directly feudal, the barons were still concerned with their own interests.

Other factors might include:

- discrimination against individuals lies behind an important concession
- the law appeared to follow arbitrary royal will. They objected to individuals being discriminated against especially in return for bribes, the inaccessibility of royal justice and the over-riding of the due process of law for administrative convenience. The Crown could also close its courts altogether against those it did not favour
- others who had joined the rebellion against the King, such as the Church, the Londoners and the Welsh sought to use the Charter to guarantee their own safety and privileges
- the King's royal wilfulness needed to be curbed as saw itself as exempt from the rules it applied to its subjects. There was no sanction to apply to the Crown if it resorted to disseisin without judgement. The 'security clause' amounted to a supervision order to control the King's freedom of action in the governing of the kingdom
- the King allowed his servants to act arbitrarily in its interests in relation to requisitioning.

Good answers may conclude:

- the barons were feudal reactionaries hankering after office and privilege, attempting to prevent a progressive government from encroaching on their traditional liberties and privileges. They resented the attempt to transform the feudal structure on which their interests were based
- the Charter was a wider criticism of the despotism of Angevin government itself
- that the purpose of the Charter was to provide for peace and 'the rectification of the realm'. It was a test of sincerity of both the rebels in claiming the redress of their grievances was legitimate and the King, who offered concessions in order 'to allay discord'.





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