

AS

HISTORY

7041/2A

Royal Authority and the Angevin Kings, 1154–1216

Component 2A The Reign of Henry II, 1154–1189

Mark scheme

June 2025

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.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2025 AQA and its licensors. All rights reserved.

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, ie 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 the origins of the Great Rebellion in 1173?

[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

- Roger was well placed and well connected as he had been a royal clerk who worked for Henry. This would mean that he had been at the centre of events during the rebellion and he would have access to official records
- he is likely to be loyal to the King as he had worked for Henry. He also knows that, by the time of writing, Henry had been victorious in defeating the rebellion and so he may be swayed by hindsight of events
- the tone of the source is very critical in its portrayal of Young Henry and suggests that he was completely unreasonable. This demonstrates his loyalty to the King and might limit value as he is seemingly unwilling to accept Henry's own role in provoking his son.

Content and argument

- Roger correctly identifies that Young Henry was very frustrated at not being given any territory to rule over. His younger brothers had more freedom of manoeuvre than he did and the ceding of important castles to Prince John was the spark which sent him into open rebellion
- Roger is valuable in emphasising the encouragement of Louis VII – Louis was Young Henry's father-in-law and was also an old enemy of Henry II's. Louis had been working since the 1150s to reduce Henry's power and authority. Without Louis' financial support it is unlikely that Young Henry would have been able to get the rebellion off the ground
- Roger is also valuable in showing that Young Henry's actions caused great divisions. There were certainly barons who encouraged him (eg Leicester and Chester), but many also remained loyal to the King, eg Richard de Lucy
- Roger tries to assert that Young Henry is the guilty party and that Henry himself should take none of the blame, which does limit his argument somewhat. Henry was quite overbearing as a father, a king and a vassal, which led to a huge coalition being ranged against him.

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

Provenance and tone

- as a royal diplomat, Peter is extremely well placed to be able to comment upon current events with authority
- Peter's derogatory tone shows his loyalty to Henry II, and also his attitudes towards women – this may limit his value as he does lapse into some exaggeration
- Peter chose to make this letter public so that anyone would be able to read it, which may limit value as he has a clear agenda in what he is trying to achieve.

Content and argument

- Peter suggests that Eleanor played a central role in the outbreak of the rebellion. This has value as it does seem that she was very instrumental in persuading the sons to rebel – especially Richard and Geoffrey. The younger boys had less obvious reasons to rebel (having been given power and authority, unlike Young Henry) and so her role may have been influential
- Peter also suggests that Henry is the innocent party in the outbreak of the revolt – suggesting that he has 'suffered many anxieties, offences and grievances'. Here he lacks value as Henry had been quite provocative in his behaviour – especially with regards to Eleanor. What seems to have pushed her into revolt is her lack of political freedom and Henry's interference in the affairs of Aquitaine
- Peter suggests that the rebellion hinges upon Eleanor. Whilst this has some value (her links to ex-husband Louis VII may have been important), he does exaggerate. Eleanor was captured at a very early point in the rebellion and it still developed into a full-scale revolt without her. However, Henry's imprisonment of Eleanor does suggest that Peter is partially correct in his views.

In arriving at a judgement as to which source might be of greater value, students might argue that Source A covers a wider range of reasons for the outbreak, where Source B focuses solely on the role of one character of the rebellion. However, they might decide that Peter was writing during the event itself, without the benefit of hindsight, and so he might have the more valuable view of why it broke out in 1173. Any supported judgement will be rewarded.

Section B

0 2 'In 1166 Henry II was in a strong position as king.'

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 in 1166 Henry II was in a strong position as king might include:

- Henry had knocked down, or taken into his possession, the adulterine castles of the nobles, and they had sworn fealty to him and given up to date records of their feudal tenants via the 'Cartae Baronum'. Henry now had a clear idea of what each baron owed him in terms of the feudal structure of England
- Henry had greater control over the barons due to his extension of the powers of the sheriffs (Assize of Clarendon) – he had also conducted reviews of the men who held these positions in 1155 and 1162
- Henry had begun to rebuild the Crown finances through the re-establishment of the Exchequer under Nigel of Ely and Richard fitzNigel and he also gained better control over the coinage by reducing the number of mints and issuing a new silver penny in 1158
- Henry had successfully dealt with the threat posed by Scotland to the north of England and had regained lands given away by Stephen. King Malcolm had even fought for Henry on the Toulouse campaign of 1159.

Arguments challenging the view that in 1166 Henry II was in a strong position as king might include:

- Henry only really began a serious reform of the legal system in 1166 through the Assize of Clarendon and the initiation of the 'eyre' of Richard de Lucy and the Earl of Essex. It would take time for his changes to be developed and implemented
- Henry's attempts to control the Church were unfinished in 1166 as Becket had fled into exile and had publicly (with Papal backing) condemned the Constitutions of Clarendon
- whilst Henry had clawed back some of the royal lands alienated in Stephen's reign, there were many situations where this remained unresolved. Henry could not entirely rely upon his new team of sheriffs, as evidenced by the need for a complete overhaul in 1170. He was also storing up problems and there was much resentment from the barons due to his harsh treatment of them
- Henry had not really resolved the problem posed by powerful princes in Wales.

Students might conclude that Henry was in a very strong position by 1166 and they may compare this with the position he had been in at the start of his reign. However, they should be able to recognise that his work to fully restore royal authority was far from complete by 1166. They may refer to events such as the Great Rebellion or the Inquest of the Sheriffs in order to evidence that there was still work to be done – but the majority of their answer should be giving examples from the period up to 1166. Any supported judgement will be rewarded.

- 0 3** 'The aftermath of the Becket dispute had brought about a victory for the Church at the expense of the Crown by the end of the 1170s.'

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 the aftermath of the Becket dispute had brought about a victory for the Church at the expense of the Crown by the end of the 1170s might include:

- Henry was forced to concede that the Constitutions of Clarendon would not be implemented in England. This had been a key focal point of the quarrel with Becket and, so, was a big loss to Henry – especially when, in 1176, he agreed with the Papal Legates that Benefit of Clergy would be maintained for criminous clerks
- Henry performed humiliating public penance at both Avranches (1172) and Canterbury (1174) where he was whipped by the monks. This, along with his admission that his ‘unguarded words’ had led to Becket’s death, led to him being viewed by many across Europe as a ‘tyrant’. Young Henry would use this image of his father in his attempts to gain support for the Great Rebellion in 1173
- Becket was canonised in 1173, giving Canterbury a saint and much increasing valuable pilgrim traffic to the city. This helped the Church financially and also aided the Reform Papacy’s agenda which aimed to show that ecclesiastical power was superior to secular power
- Henry was forced to accept greater Papal interference within England and, arguably, undertook an invasion of Ireland on behalf of the Papacy.

Arguments challenging the view that the aftermath of the Becket dispute had brought about a victory for the Church at the expense of the Crown by the end of the 1170s might include:

- the wording of the agreement at Avranches allowed Henry to implement many of the clauses he had wanted in the Constitutions of Clarendon, albeit in a more subtle manner. For example, it is clear that he continued to dominate elections to high ecclesiastical office
- without the obstruction of Becket, Henry could form a more cooperative relationship with his new Archbishop, Richard of Dover. Henry also retained the support of the episcopacy more generally – seen by their taking his side during the Great Rebellion
- Henry encouraged the development of the cult of Becket and, by completing penance, he was able to retain popular support by appearing to be genuinely sorry for his part in the affair
- Henry failed to keep many of the promises that he made at Avranches – he never went on crusade for example.

Students might argue that, on the face of it, the aftermath of the dispute was a victory for the Church but that, in reality, the Crown emerged as actually more powerful once Becket was removed as a problem. The answer should focus on the 1170s. Any supported judgement will be rewarded.