

## Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (8HI0/2A)  
Advanced Subsidiary

Paper 2: Depth study

Option 2A.1: Anglo-Saxon England and the  
Anglo-Norman Kingdom, c1053–1106

Option 2A.2: England and the Angevin Empire  
in the reign of Henry II, 1154–89

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li></ul>
<b>3</b>	<b>6–9</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li></ul>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"><li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li><li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li></ul>

## Section 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.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section A: Indicative content

### Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the authority of the king in the Anglo-Saxon legal system.</p> <ol style="list-style-type: none"><li>The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>It implies that the king was the ultimate authority in the state ('the king's peace given by the king with his own hand'; 'Nobody could give back freedom ... except by the will of the king.')</li><li>It provides evidence that the king drew financial benefits from the legal system ('the king received a fine of 100 shillings')</li><li>It provides evidence that the king managed the legal system through the issuing of writs ('by the king's writ')</li><li>It provides evidence that the earls and reeves acted as agents of the king in the legal system ('the king's peace given by the earl at the earl's command was broken').</li></ul></li><li>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>The Domesday Book was an official record compiled at the request of the king. It was essential that the information should be accurate</li><li>Much of the Domesday Book was compiled based on Anglo-Saxon records and reflects the authority of the Anglo-Saxon monarchy accurately</li><li>The Anglo-Saxon kingdom was a unitary realm and the record for Chester would reflect the authority of the king across the realm.</li></ul></li><li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>The king's peace was a concept that regarded the monarch as having responsibility for keeping his people safe from serious offences and provided protection for particular people and places</li><li>Earls or sheriffs represented the authority of the king in the shire courts that met twice a year</li><li>The king's authority in the legal system was developed by the use of writs that were issued by the chancery and used to issue orders and control the provinces.</li></ul></li></ol>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into Duke William's preparations for the invasion of England in 1066.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• William of Poitiers was in close contact with Duke William and so should have been well-informed about the preparations made for the invasion in 1066</li> <li>• As a member of Duke William's court and dependent on his patronage, William of Poitiers would be bound to produce an account that favoured the duke</li> <li>• The tone and language of the source is flattering to Duke William and exaggerates the size of the force the duke was able to gather</li> <li>• As a member of the clergy, William of Poitiers follows the position of the church, which supported Duke William's invasion.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It claims that William's preparations for invasion were justified based on a legitimate claim to the throne ('Duke William decided to avenge this insult and lay claim to his inheritance by force of arms.')</li> <li>• It provides evidence of the vast nature of the preparation of transport, weapons and supplies ('ships constructed and he fitted them out with weapons..... and all that is necessary for the conduct of war.')</li> <li>• It provides evidence that he was able to recruit volunteers from outside of Normandy ('A strong force of fighting-men came to join him from foreign parts, attracted no doubt by his well-known generosity.').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Duke William gathered an army of up to 10,000 men, 9,000 cartloads of food, and three horses for each knight</li> <li>• Duke William sent Lanfranc, abbot of St Stephen in Caen, to argue his case before the Pope and receive papal approval and the papal banner</li> <li>• Duke William took the families of Breton soldiers hostage in order to guarantee the men would fight for him.</li> </ul> </li> </ol>

## Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the development of royal justice under Henry II.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It provides evidence of the development of the jury in the legal system ('twelve free and lawful men of the neighbourhood are to be elected.')</li><li>• It provides evidence that royal justice was pursued by using a writ ('he shall have the following writ')</li><li>• It implies that the king is the fount of all justice ('in my court', 'therefore I command you')</li><li>• It indicates that the king did not need to be present for claims to be pursued and judged ('these jurors should decide', 'the sheriff shall be directed').</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• The <i>Treatise concerning the Laws and Customs of the Kingdom of England</i> was a legal textbook which was intended to lay down accurate details of the laws of England</li><li>• Ranulf Glanvill was the justiciar of England and an authority in the law</li><li>• The tone and language of the source is impartial.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• <i>Mort d'Ancestor</i> was introduced to deal with issues over the rightful possession of land that had arisen out of the problems caused by the Anarchy</li><li>• <i>Mort d'Ancestor</i> could be bought by a standardised writ introduced in the Assize of Northampton 1176</li><li>• The use of juries of recognition in the justice system was an important stage in the development of trial by jury and an evidence-based legal system.</li></ul></li></ol>

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the defeat of Henry II by Philip Augustus in 1189.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:</p> <ul style="list-style-type: none"> <li>• Roger of Howden was royal clerk to Henry II at the time of the defeat and should therefore be well-informed about events</li> <li>• The tone and language of the account has the ring of truth; there is no evidence of the author underplaying the extent of the defeat</li> <li>• The tone used suggests that the author favoured Henry II.</li> </ul> <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> <li>• It suggests that Henry II's army was weaker than the French force ('Many others from the army of the king of England were captured, and others fled')</li> <li>• It provides evidence that Henry was betrayed by his own men ('the men of Poitou laid plots against their lord, King Henry')</li> <li>• It indicates that Henry II's defeat was total ('Henry, king of England, has submitted himself in every way to Philip, king of France').</li> </ul> <p>4. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry II faced the combined forces of Philip Augustus and Richard, Duke of Aquitaine, and his favourite son, John, joined forces with them</li> <li>• Henry II lost the territories of Berry and Maine to Philip Augustus</li> <li>• Henry II was forced to retire through illness and obliged to agree to terms, including doing homage for all of his French possessions</li> <li>• Henry II did not regard the defeat as final and was planning revenge, but he died on 6 July 1189.</li> </ul>

## Section B: Indicative content

### Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the Anglo-Saxon rebellions against Norman rule in the North (1069–70) and East Anglia (1070–71) were very similar.</p> <p>Arguments and evidence that the Anglo-Saxon rebellions against Norman rule in the North (1069–70) and East Anglia (1070–71) were very similar should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Both rebellions were caused by Norman brutality; in Northumbria Norman mercenaries killed inhabitants and pillaged, whilst in East Anglia the Normans were responsible for killing Hereward's brother</li><li>• William was caught by surprise by the seriousness of both rebellions. He was in Normandy when the Northern rebellion broke out and when Edwin and Morcar led the revolt in Ely</li><li>• The rebels in both rebellions called on the Vikings to lend support to their opposition to Norman rule</li><li>• The involvement of the Vikings in both rebellions was ineffective; in both rebellions, the Vikings accepted a payment by the Normans to leave.</li></ul> <p>Arguments and evidence that the Anglo-Saxon rebellions against Norman rule in the North (1069–70) and East Anglia (1070–71) were different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The leadership of the rebellions differed. In the Northern rebellion Edgar Atheling joined the rebellion and gave a legitimacy to the cause, in East Anglia, Hereward had no such legitimacy as the leader</li><li>• The role of the Danes differed. In the Northern rebellion they were invited from Denmark to invade and take control. In the East Anglian rebellion, the Vikings were already raiding the coastline and were a factor in encouraging the Anglo-Saxons to rebel</li><li>• The consequences of the rebellions differed. In response to the Northern rebellion, William laid waste to the north of England; in East Anglia, William built a castle but did not harry the area</li><li>• The fate of the rebel leaders differed. After the Northern rebellion, Edgar Atheling escaped to Scotland; after the East Anglian rebellion, Hereward disappeared and Morcar was captured and imprisoned for life.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which Lanfranc succeeded in reforming the English Church.</p> <p>Arguments and evidence that Lanfranc succeeded in reforming the English Church should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Lanfranc succeeded in establishing the primacy of the See of Canterbury at the Council of Winchester 1072</li> <li>• The organisation of the English Church was brought into line with the continental church; bishoprics were transferred from rural to urban locations and subdivided into archdeaconries to improve supervision of the clergy</li> <li>• Lanfranc tackled corruption in the church by condemning simony and he ordered that married men could not be ordained as priests</li> <li>• In the third council at Winchester in 1076 Lanfranc succeeded in establishing the authority of ecclesiastical courts to hear the cases of clerics, which freed them from lay authority</li> <li>• Lanfranc ordered the destruction of many shrines and relics of Anglo-Saxon saints whose credentials were dubious.</li> </ul> <p>Arguments and evidence that Lanfranc did not succeed in reforming the English Church should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The primacy of Canterbury was never formally recognised by the papacy because it gave the archbishop a measure of independence within England at a time when the papacy was trying to assert its supreme authority</li> <li>• The authority of the church courts was limited by the secular positions that many of the great clerics held, e.g. Bishop Odo of Bayeux was arrested and imprisoned as Earl of Kent for failing to provide knights for the king</li> <li>• The imposition of celibacy was limited and applied only to new priests and cathedral clergy.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether Robert Curthose's decision to go on crusade was the main reason for the restoration of the Anglo-Norman kingdom in the years 1096–1106.</p> <p>Arguments and evidence that Robert Curthose's decision to go on crusade was the main reason for the restoration of the Anglo-Norman kingdom in the years 1096–1106 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In order to fund the crusade, Robert Curthose borrowed £666 from William II and put him in charge of Normandy during his absence. This temporarily restored the Anglo-Norman kingdom</li> <li>• During Robert Curthose's absence, William II restored order in Normandy and extended his control over the Vexin, thus restoring control over the domain ruled previously by William I</li> <li>• The death of William II while Robert Curthose was on crusade enabled Henry to take the throne and assert his claim to the Anglo-Norman realm before Robert returned.</li> </ul> <p>Arguments and evidence that there were other more important reasons for the restoration of the Anglo-Norman kingdom in the years 1096–1106 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The great nobles of England and Normandy always desired restoration of the Anglo-Norman kingdom, e.g. in 1087–88 when they plotted to reunite England and Normandy under Robert Curthose</li> <li>• Henry was determined to inherit his father's lands in their totality; according to Orderic Vitalis he had been promised this by William I</li> <li>• Robert Curthose was an ineffective Duke of Normandy and failed to deal with challenges to Normandy by the counts of Maine and Anjou, which led to disorder in Normandy after his return from crusade</li> <li>• Robert of Bellême's actions on his arrival in Normandy in 1102 destabilised the duchy and Duke Robert's decision to make peace with him broke the Treaty of Alton and provided Henry I with the justification for invasion</li> <li>• Robert Curthose was defeated in the Battle of Tinchebrai in 1106 and in the settlement that followed Henry I became the overlord of both realms thus restoring the Anglo-Norman kingdom.</li> </ul> <p>Other relevant material must be credited.</p>

### Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

Question	Indicative content
<b>6</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the Chancellor was the most significant official in Henry II's government in England in the years 1154–89.</p> <p>Arguments and evidence that the Chancellor was the most significant official in Henry II's government in England in the years 1154–89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Chancellor was the king's secretary and at the heart of the government and administration of the kingdom</li><li>• The Chancellor was responsible for the production of the writs and the charters that were the main instruments by which the kingdom was governed</li><li>• The Chancellor attended all the meetings of the king's council; he controlled the Great Seal which was needed to authenticate all official documents</li><li>• The reliance that the king placed on the Chancellor is demonstrated when Henry II chose Thomas Becket to be his Archbishop of Canterbury in 1162; he expected the same absolute loyalty as Becket had shown as Chancellor.</li></ul> <p>Arguments and evidence that there were other more significant officials in Henry II's government in England in the years 1154–89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Richard de Lucy's role at the Exchequer was of great importance; in the years 1154–79 he improved the collection of revenues from the royal demesne</li><li>• Bishop Nigel of Ely further developed the importance of the Exchequer; he introduced twice-yearly sessions of the Exchequer court, which extended control over the financial dealing of the sheriffs</li><li>• The role of the justiciar was of great significance; he acted as co-regent for the king during his absences and was superior to any other official. He was the contact between the crown and local barons</li><li>• The justiciar was the senior royal judge and managed the itinerant justices. He was responsible for ensuring peace throughout the kingdom and his role in the legal system was vital in raising revenues.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the power of Eleanor of Aquitaine declined in the years 1154–74.</p> <p>Arguments and evidence that the power of Eleanor of Aquitaine declined in the years 1154–74 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Eleanor had expected to have a full role in the governing of Aquitaine. In 1156 Henry did homage to Louis for the duchy and signalled that he intended to rule the duchy</li> <li>• In the early years of Henry's reign, Eleanor had acted as co-regent in England while Henry was absent in his other territories. Her role in this regard declined and from 1168 she was herself absent in Poitou</li> <li>• As Duchess of Aquitaine, Eleanor had asserted her rights over Toulouse; in 1173 when Raymond of Toulouse did homage to Henry and Young Henry it was a signal that Aquitaine had been subsumed into Henry II's territories</li> <li>• Eleanor was captured by Henry II in the Great Rebellion and imprisoned for the rest of his reign; she was unable to exercise power from this point.</li> </ul> <p>Arguments and evidence that the power of Eleanor of Aquitaine did not decline in the years 1154–74 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Eleanor retained her position as Queen of England and Duchess of Aquitaine and the authority attached to the titles throughout the period</li> <li>• Throughout the period, all of Aquitaine's revenues were paid to Henry II and he controlled the armies that were used to quell trouble in the duchy; Eleanor did not have the finances and the authority to rule in her own right</li> <li>• Eleanor's authority as Duchess increased in the years 1167–73 when she returned to the Duchy to rule; she issued charters and writs in her own name</li> <li>• Eleanor's authority was exercised through her sons, especially Young Henry, over whom she had great influence as shown in her role in encouraging the Great Rebellion.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the main cause of Henry II's problems with the church was the clash of authority with the church courts</p> <p>Arguments and evidence that the main cause of Henry II's problems with the church was the clash of authority with the church courts should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The church claimed the right for members of the clergy to be tried by canon law in its own courts. About five per cent of the male population could claim this benefit of clergy although not all were ordained as priests</li> <li>• Clergymen held important roles in Henry II's government; his inability to try them according to his laws undermined his authority</li> <li>• Ecclesiastical courts applied more lenient sentences to criminous clerks than they would have received in the secular courts and any fines applied went to the church rather than the state</li> <li>• Henry II wanted to try serious, non-religious crimes in the royal courts; he argued that clerics who broke their vows (e.g. the priest of Worcestershire who committed rape and murder) no longer merited the benefit of clergy.</li> </ul> <p>Arguments and evidence that there were other more important causes of Henry II's problems with the church should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Fundamentally the problem was the authority of the state and the king's claim to assert the supreme authority over his subjects</li> <li>• The problems were caused by the growing assertiveness of the papacy and the significance of the churchmen as powerful landholders in Henry's kingdom</li> <li>• The problems with the church were brought about by Henry's decision to make Thomas Becket Archbishop of Canterbury in the expectation that he would ensure the absolute obedience of the church to the king</li> <li>• Becket's refusal to accept the customs of England by sealing the Constitutions of Clarendon played an essential role in Henry II's problems with the church, resulting in Becket's exile and a prolonged conflict.</li> </ul> <p>Other relevant material must be credited.</p>