



Pearson

## Mark scheme

Summer 2018

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
1	1–2	<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>
2	3–5	<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>
3	6–8	<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
1	1–2	<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>
2	3–5	<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>
3	6–9	<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>
4	10–12	<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
1	1–4	<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>
2	5–10	<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>
3	11–16	<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>
4	17–20	<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 William I's relationship with the papacy.</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 provides evidence that William I did not believe that he was bound to do fealty to the Pope ('I refused to do fealty, nor will I, because neither have I promised it, nor do I find that my predecessors did it')</li><li>It provides evidence that William I did accept the obligation to send money to the Pope ('what was collected has been sent, and what is still owed shall be dispatched')</li><li>It implies that William I distinguished between spiritual obedience to the Pope and the political powers of the papacy ('I refused to do fealty..... to hear you obediently before all.').</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 letter is a private communication with the Pope, which suggests that William is expressing genuinely held views</li><li>The content of the letter is focused on the response to specific requests made by Pope Gregory VII</li><li>The purpose of the source is to outline William's views with regard to his relationship with the papacy.</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>William had enjoyed a good relationship with the papacy in previous years and had been given papal support for the invasion in 1066</li><li>William I expected to rule the Church in England absolutely and did not accept Gregorian claims regarding papal supremacy</li><li>After 1080 William was able to use the anti-Gregorian dispute instigated by the Holy Roman Emperor to avoid all papal directives by refusing to recognise either Pope.</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 Henry I's conflict with Robert of Bellême in 1102.</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>• Orderic Vitalis was ordered to write the Ecclesiastical History and may have presented events according to the views of his superiors</li> <li>• As an Anglo-Norman, Orderic Vitalis could be regarded as relatively neutral on the events in 1102</li> <li>• The events described took place in England whilst Orderic Vitalis was living in a monastery in Normandy. He would have relied on information carried by visitors and rumours to compile this history.</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 provides evidence that the conflict was driven by Henry I's suspicions about Bellême's behaviour ('For a year the King had had Bellême watched')</li> <li>• It implies that Bellême was guilty of the offences ('Bellême realised that he could not possibly clear himself of the charges')</li> <li>• It provides evidence that Bellême refused to do his feudal duty to the King ('Bellême flatly refused to come').</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>• Robert of Bellême was one of Robert Curthose's supporters and had supported Curthose's failed claim to the throne of England in 1101</li> <li>• The accusations made against Robert of Bellême included the illegal fortification of castles</li> <li>• Robert of Bellême's defeat resulted in the confiscation of his lands and his exile to Normandy.</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 role of the Chancellor in Henry II's government.</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 suggests that the Chancellor was the key official in the royal government ('Chancellor is great in the court, so is he also great at the exchequer')</li><li>• It provides evidence that the Chancellor had authority over the use of the royal seal ('He has the control of the royal seal which is in the treasury')</li><li>• It implies that the Chancellor's authority over the treasurer was limited ('He may not tell the treasurer what to write', 'the Chancellor can challenge him, but only in front of the barons.').</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>• Richard fitzNigel, as another key royal official, was in a good position to comment on the role of the Chancellor</li><li>• The source provides a valuable account of the relationship between the Chancellor and treasurer</li><li>• The purpose of the source was to train clerks in the business of the exchequer and the role of the Chancellor within it, which means Richard fitzNigel had a vested interest in ensuring accuracy.</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>• The Chancellor was the king's secretary and was at the heart of royal government and the administration system</li><li>• The Chancellor examined all petitions and pleas that were sent to the king and he had a key role in the justice system</li><li>• Thomas Becket was appointed as Chancellor in 1154 and developed the office into a large and important part of the government with improved record keeping.</li></ul></li></ol>

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

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 settlement between Henry II and the Church in 1172.</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>• This is the only surviving account of the settlement between Henry and the Church and is therefore invaluable to the historian</li><li>• The authorship of the source cannot be confirmed</li><li>• The tone of the source suggests some partiality to Henry II ('persuasive to all', 'the most invincible King Henry').</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 Henry had not ordered the murder of Becket that had brought the relationship with the Church to a crisis point ('he had never ordered or desired that Archbishop Thomas of Canterbury be killed')</li><li>• It claims that Henry bore some responsibility for the death of Becket ('did not deny that it had perhaps been done on his behalf')</li><li>• It implies that Henry submitted entirely to the demands of the Church ('not only to make amends for the death of the Archbishop but to provide guarantees for his good behaviour').</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>• Henry performed a ceremony of public penance at Avranches Cathedral before agreeing the settlement and submitted himself to a flogging at Canterbury on his return to England in 1174</li><li>• The Pope did not enforce the agreement made in the settlement and Henry did not go on Crusade</li><li>• Henry's authority regarding the Church was not diminished by the settlement at Avranches; English bishops agreed to obey Henry and the definition of 'evil customs' was left to the king to define.</li></ul></li></ol>

## 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 most significant aspect of the Anglo-Saxon economy was the value of the silver penny.</p> <p>Arguments and evidence that the most significant aspect of the Anglo-Saxon economy was the value of the silver penny should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The silver penny provided Anglo-Saxon England with a stable national currency that underpinned its economic strength</li><li>• The currency bore the image of the king's head, which gave it authority. It was widely used and its value was trusted</li><li>• The silver pennies were withdrawn every five years and recast to ensure that they kept their weight and hence value</li><li>• All foreign coins had to be melted down and recast as English pennies to ensure that the value of the penny was maintained.</li></ul> <p>Arguments and evidence that there were other more significant aspects to the Anglo-Saxon economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• There was a sophisticated taxation system based on the geld that was collected annually in the shires and hundreds, which raised about £6000 annually and could raise more in an emergency</li><li>• There was a high degree of urbanisation with 20 towns with populations of more than 1000. The towns were centres of trade and paid considerable sums in customs duties to the king</li><li>• Coastal towns had developed as trading ports and much trade with the continent and Scandinavia flowed in and out of them. Money flowed in and England became a net importer of silver</li><li>• The backbone of the Anglo-Saxon economy was its agricultural system, which was flourishing. There were also a thriving non-agricultural sector including lead and tin mining and pottery making.</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 on how successful the Normans were in extending control over Scotland in the years 1066-93.</p> <p>Arguments and evidence that the Normans were successful in extending control over Scotland in the years 1066-93 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In 1072 William I invaded Scotland and forced Malcolm III to do homage to him and recognise William's regime in England in the Treaty of Abernethy</li> <li>• In 1079, after Malcolm III's failed raid into Northumbria, Robert Curthose built Newcastle to protect the northern border and bring an end to Scottish incursions into northern England</li> <li>• In 1092 William Rufus took possession of Cumbria, previously under Scottish control, and the following year killed Malcolm III when he staged a retaliation raid into Northumbria</li> <li>• By 1093, the Norman kings had succeeded in replacing the rule of a relatively strong king, Malcolm, with a much weaker king, Donald Bán.</li> </ul> <p>Arguments and evidence that the Normans were not successful in extending control over Scotland in the years 1066-93 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Scottish hostility to Norman England was demonstrated when Malcolm III gave refuge to the rebels of the 1069 northern rebellion and Scotland became a magnet for opponents to Norman rule in England</li> <li>• Malcolm III married Edgar Atheling's sister Margaret in 1069 and thus allied himself to the Anglo-Saxon challenger to William's throne</li> <li>• Malcolm did not keep the Peace of Abernethy made with William I. In 1079 he launched raids into the north of England in an attempt to build Northumbria into a buffer zone between England and Scotland</li> <li>• In 1091 Malcolm III showed his continued opposition to the Normans when he took advantage of William Rufus' absence in Normandy to raid Northumbria and seized land almost as far south as Durham.</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 on how accurate it is to say that the removal of the Anglo-Saxon aristocracy was the main consequence of the Norman Conquest in the years 1066-87.</p> <p>Arguments and evidence that the removal of the Anglo-Saxon aristocracy was the main consequence of the Norman Conquest in the years 1066-87 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Edwin and Morcar were removed as earls after they fled north to support the northern rebellion in 1069</li> <li>• In 1075 Waltheof was executed and so by this date all the Anglo-Saxon earls had been removed</li> <li>• The Anglo-Saxon aristocracy was replaced by a powerful Norman elite of barons, bishops and abbots who held three-quarters of the land in England. Eleven barons held a quarter of the land and formed an elite inner circle</li> <li>• The Domesday Book records that by 1086 out of 1,000 tenants-in-chief only 13 were English showing the near total destruction of the English aristocracy.</li> </ul> <p>Arguments and evidence that in the years 1066-86 there were other more importance consequences of the Norman Conquest than the removal of the Anglo-Saxon aristocracy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Norman Conquest resulted in the militarisation of the English landscape with the construction of over 80 castles by 1100, built by the labour of the Anglo-Saxons and used as instruments to dominate the local population</li> <li>• There were major changes in trading patterns as trade with the continent, especially Normandy and the Low Countries, flourished while trade with Scandinavia declined</li> <li>• In the villages, Norman lords demanded higher rents and imposed more obligations, the use of the forests was restricted by the forest laws and the harrying of the north devastated the land for the inhabitants</li> <li>• Major reforms were introduced in the Church by Lanfranc including the establishment of the Primacy of Canterbury, the introduction of Church courts and the imposition of clerical celibacy.</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
6	<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 in 1154 the most significant obstacle to the restoration of royal authority in England was the power of the barons.</p> <p>Arguments and evidence that in 1154 the most significant obstacle to the restoration of royal authority in England was the power of the barons should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The previous anarchy had completely undermined royal authority. In 1154 the English barons controlled land as if it was their own realm, dispensed their own justice and some even minted their own coins</li><li>• There were 22 earldoms in 1154 these earls held rights and privileges, which reduced the Crown's income</li><li>• The English barons had built illegal castles during the Anarchy which now challenged the authority of royal rule, e.g. William Le Gros, Count of Aumale, built Scarborough castle and established a mini-kingdom in Yorkshire.</li></ul> <p>Arguments and evidence that in 1154 there were other more significant obstacles to the restoration of royal authority in England than the power of the barons should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Henry II was capable of dealing with the power of the barons in England, e.g. he carried out a simultaneous siege of three of Hugh Mortimer's castles and forced him into surrender in July 1155</li><li>• The condition of the Crown's revenues in 1154 was a significant problem for asserting royal authority. Royal revenues had fallen by between a half and two-thirds since the outbreak of civil war in 1135</li><li>• Henry needed the fighting strength of the Flemish mercenaries to establish his control but their presence in England was unpopular. The mercenaries pillaged the local areas when they were not paid for their services</li><li>• The anarchy had allowed the Scottish king and the Welsh princes to increase their territory at the expense of the English king and left England with weak borders.</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 how accurate it is to say that Henry II's desire to conquer land for his son John explains his invasion of Ireland in 1171-72.</p> <p>Arguments and evidence that Henry II's desire to conquer land for his son John explains his invasion of Ireland in 1171-72 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1169 Treaty of Montmirail settled the inheritances of Young Henry, Geoffrey and Richard but there was no land available for John. This prompted Henry's decision to invade Ireland</li> <li>• John was Henry II's favourite son and he was determined to provide an inheritance for him</li> <li>• A successful invasion would enable Henry II to create a wealthy and stable kingdom for John to inherit. Henry insisted on having control of the richest areas Waterford, Wexford and Dublin</li> <li>• The Pope had been encouraging Henry II to invade Ireland since 1155 but Henry had not shown a strong determination to do so until it became evident that he needed to provide land for John.</li> </ul> <p>Arguments and evidence that other reasons explaining Henry II's invasion of Ireland in 1171-72 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry II had been given permission to invade Ireland in 1155 by Pope Adrian IV by papal bull. When Henry invaded in 1171, he had the force of this bull behind his invasion</li> <li>• Henry was implicated in the murder of Becket and the invasion may be regarded as an attempt to either avoid the consequences or placate the papacy by bringing Ireland into line with the rest of Christendom</li> <li>• In 1171 Strongbow angered Henry II by claiming the kingdom of Leinster, which Henry interpreted as the action of an over mighty vassal extending his power beyond that permitted by the king.</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 how successful Henry II was in extending royal power in the years after the Great Rebellion (1173-74).</p> <p>Arguments and evidence that Henry II was successful in extending royal power in the years after the Great Rebellion (1173-74) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry captured the Scottish king at Alnwick during the Great Rebellion and in the Peace of Falaise he was able to secure his northern border by forcing William the Lion to swear fealty thus extending royal authority over Scotland</li> <li>• Henry strengthened royal authority in the 1176 Assize of Northampton, which increased punishments on disloyal barons and forced all those who wanted to remain in the kingdom to swear oaths of loyalty</li> <li>• Henry used the eyre of 1176 to demolish illegal castles and to enforce the forest laws. The latter brought £12000 in fines to the royal treasury, which provided the funding to enforce strong government</li> <li>• The Assize of Arms 1181 established who was allowed to bear arms, how many and of what type. Severe penalties were enforced for those who breached the rules.</li> </ul> <p>Arguments and evidence Henry II was not successful in extending royal power in the years after the Great Rebellion (1173-74) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The exchequer became so burdened by the financial business generated by the eyres after 1176 and often left business unfinished when its justices moved on to the next shire, reducing the collection of fines for the Crown</li> <li>• Henry made no further progress in extending royal control over the Church in these years. The benefit of clergy was retained and in 1176 he had to agree that anyone who murdered a clergyman should be disinherited</li> <li>• Henry's treatment of his sons led them into opposition against him and this meant he did not effectively extend his authority over the royal family</li> <li>• The cost of wars in the Angevin Empire was a significant burden to the Crown and depleted the wealth of the kingdom thus harming royal authority.</li> </ul> <p>Other relevant material must be credited.</p>