



Mark Scheme (Pre-Standardisation)

Summer 2025

Pearson Edexcel
In 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	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • 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.
3	6–8	• 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. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • 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.

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	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	6–9	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	10–12	• 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. • 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. • 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.

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	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	- 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. - 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. - An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	- 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. - 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. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	- 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. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - 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. - 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.

Section A: indicative content

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

Question	Indicative content
1a	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. Candidates must analyse the source to consider its value for an enquiry into the nature of the reform of the English church under Lanfranc. - 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: - It provides evidence that the authority of the Archbishop of Canterbury extended across the whole Church ('Archbishop of Canterbury and primate of the whole island of Britain.') - It claims that some of the reforms were merely restoring the ancient customs that had fallen into abeyance ('some legislation, which is already defined in ancient law, was renewed.') - It suggests that clerical abuses were a key issue that needed reforming in the church in England ('No one shall buy or sell holy orders nor any position in the Church') - It provides evidence that the reforms were to tackle the structure of the English church ('three bishops to move from townships to cities.'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The purpose of this record was to provide an accurate record of the Council's decisions - The record was created by Lanfranc, who presided over the Council and was in an excellent position to outline the key decisions made - The record is a series of orders and shows little evidence of opinion. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Lanfranc established the primacy of Canterbury in 1070, reducing the authority of the Archbishop of York and ensuring that he would be the driver of church reform - Lanfranc was appointed to reform the English church, particularly by removing common clerical abuses: simony, nepotism, pluralism, absenteeism and sexual misconduct, including clerical marriage - The Council of London was one of a series of reforming councils held under Lanfranc, including Westminster (1070), Winchester and Windsor (1072) Winchester (1076) and three additional councils (1077-1087) - Many of the reforms were administrative, including the transference of bishops' sees from rural to urban locations and the subdivision of bishoprics into archdeaconries to maintain standards in the localities.

Question	Indicative content
1b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the reasons for the division of the Anglo-Norman territories on the death of William I. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - Orderic Vitalis based his <i>History</i> on information that he compiled in his monastery from letters and accounts from visitors to the monastery - As an Anglo-Norman, Vitalis was likely to take a keen interest in the division of the Anglo-Norman territories, and the content and tone indicate that he was critical of William I and sympathetic to the fate of the English - Vitalis was not present at William's deathbed and his account provides a version of what he thought William should have said - Vitalis' comments on the inheritance of Henry indicate that the account was written using hindsight to inform events. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It provides evidence that the Norman inheritance went to Robert as his feudal right ("because he was the eldest. He has already received the homage of nearly all the barons of Normandy.") - It suggests that William I was obliged to grant Normandy to Robert against his better judgement ("cannot annul this grant", "his rule will be truly wretched.") - It implies that William Rufus inherited England because he was a loyal son and because of God's favour ("who has been dutiful", "If it is the Divine Will that he succeeds to the throne, may his reign be glorious!") - It claims that the divided territories would later be reunited under Henry's control ("you, in your turn, will succeed to all the dominions that belong to me."). - 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: - The feudal system, with its emphasis on primogeniture, bestowed the father's lands on the eldest son. Although Robert had rebelled against William, as the eldest son he was entitled to the Norman inheritance - England was not part of William I's feudal lands and could therefore be granted elsewhere. William Rufus had fought together with William I in England and Normandy and was regarded as worthy of inheriting it - William I may have been planning not to divide his lands and to give everything to William Rufus, but he was persuaded by the Norman barons that he must honour his previous grant of Normandy to Robert.

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

Question	Indicative content
2a	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. Candidates must analyse the source to consider its value for an enquiry into the relationship between Henry II and Philip Augustus of France in 1180. 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: • It provides evidence that Henry II and Philip Augustus sought to establish a peaceful relationship ('avoid any possibility of disagreement between Us', 'agreed to abide by their decision in good faith'.) • It indicates that there remained obstacles to the achievement of lasting peace ('agreement excludes Auvergne, concerning which there is now a dispute', 'excludes the small fees and divisions of the lands of Berry'.) • It suggests that Henry II and Philip Augustus felt the need to sign a peace immediately, without waiting for negotiations to settle the areas of dispute. 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: • The purpose of the Peace of Gisors was to ensure that the peace between England and France was maintained as the French crown transitioned from Louis VII to Philip II • The Peace was a legally binding agreement that was made on oath and outlined the intentions of the two monarchs • The content and tone of the source emphasises the authority of both monarchs, in spite of the differences in age and experience. 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: • When Aquitaine was acquired by Henry, Berry became a matter of dispute between England and France. Henry claimed it as part of his domain • Philip Augustus wanted to ensure that he had the support of the King of England to give him time to consolidate his position in France. When Louis died (September 1180), Philip expected baronial challenges • The relationship between Henry II and Philip Augustus got off to a good start. Henry assisted Philip in subduing his rebellious vassals.

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

Question	Indicative content
2b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the reasons why Henry II was able to extend his authority within the Angevin territories in the 1150s. 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: • The chronicle was started at the end of Henry II's reign, giving the writer time to reflect upon its events • Roger admitted that he selected the events from materials that he considered to be worthy of use and this may have impacted on the content of his chronicle • The content is focused on a narrative of key events with limited use of opinion. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates that Henry extended his control using a mixture of military force and feudal obligations ('a long siege', 'Malcolm of Scotland restored ... Henry returned', 'reduced the Welsh to submission') • It suggests that Henry was obliged to reach an expensive compromise to remove a threat posed by his brother ('made peace ... receive yearly a thousand pounds of English money, and two thousand of ... Anjou.') • It suggests that Henry succeeded in extending control by moving rapidly amongst his territory ('1156 ... crossed into Normandy', '1157 ... crossed into England.', 'prepared to attack Wales by sea and land'). 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: • Henry invaded Wales in 1157 to defend the rights of his vassal Cadwaladr and to force Owain Gwynedd into submission. He succeeded in forcing Owain to do homage in 1157 and Rhys of Deheubarth in 1158 • Malcolm of Scotland was only 16 years old when he met with Henry in 1157. He was not strong enough to hold on to English territories taken during the anarchy and restored them in return for his earldom • Henry expelled Hoël of Nantes from Brittany and installed his brother Geoffrey as its count. When Geoffrey died in 1158, Henry claimed his lands, but control of Brittany went to Conan.

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement about whether the system of taxation was the main reason why the Anglo-Saxon economy was so strong in the years c1053-66. Arguments and evidence that the system of taxation was the main reason why the Anglo-Saxon economy was so strong in the years c1053-66 should be analysed and evaluated. Relevant points may include: • The annual geld, charged at two shillings to the hide, yielded approximately £6000. The efficient system of collection placed considerable sums in the hands of the king to protect the country and hence the economy • The weight of the coinage paid in taxes was checked in the king's treasury. The system of collecting and accounting was the most sophisticated in Europe at the time. Regular checking of the currency prevented debasement • There were no Viking threats in the period 1053-66. Consequently, the large sums of the tax stayed in the hands of the nobility who used it to develop their shires, build up trade, fund lavish lifestyles and recruit soldiers. Arguments and evidence that there were other, more important reasons why the Anglo-Saxon economy was so strong in the years c1053-66 should be analysed and evaluated. Relevant points may include: • The strength of the Anglo-Saxon economy was underpinned by the silver penny. The integrity of this currency was maintained by royal control. Foreign coins were forbidden, and the penny was reminted every five years • The development of towns was a key reason for the expansion of trade, both internal and foreign trade. There were 20 towns with populations above a thousand inhabitants. Trade boosted customs revenues • Royal grants to hold markets in the burghs explain strength of the Anglo-Saxon economy. Markets acted as engines of economic growth • A thriving agricultural sector underpinned the Anglo-Saxon economy. Crop yields were good, and wool was produced for domestic and foreign trade. The non-agricultural sector, including lead and tin mining, was profitable • Coastal towns developed ensuring that England was tied into a complex overseas trading system with Scandinavia and mainland Europe. England exported far more than it imported and benefitted from an influx of silver. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about how successful the Normans were in extending control over Wales in the years 1067-93. Arguments and evidence that the Normans were successful in extending control over Wales in the years 1067-93 should be analysed and evaluated. Relevant points may include: • William I established the marcher earldoms of Chester, Shrewsbury and Hereford to create a buffer zone between England and Wales. The marcher lords were incentivised to expand their territory into Wales • The Normans were successful in expanding their control through the construction of castles in Wales. In the north, the castles built at Bangor, Caernarfon and Anglesey were used to control the surrounding areas • In 1093, Rhys ap Tewdwr was defeated and beheaded. The Normans seized much of south Wales that had been under Tewdwr's control • By 1093, the Normans has extended their control into the South. Roger of Montgomery occupied Ceredigion and Dyfed and Philip of Briouze advanced into Radnor. Pembroke Castle marked the farthest western expansion. Arguments and evidence that the Normans were not successful in extending control over Wales in the years 1067-93 should be analysed and evaluated. Relevant points may include: • Control over Gwent proved to be temporary. When Earl Roger was exiled after the 1075 revolt, a power vacuum encouraged rebellion against Norman rule in the region • In 1081, Rhys ap Tewdwr defeated William I's ally in South Wales and took control. William I led an expedition to Wales but recognised Tewdwr as ruler of Deheubarth in return for an oath of loyalty and an annual tribute • In 1088, nearly all the southern marcher barons joined the revolt against William II, indicating the limited control of William II in the marcher lands • By 1093, Norman control in Wales remained very precarious. Harsh Norman rule encouraged rebellion by the Welsh princes. Within a year, most of the new expansion had returned to Welsh hands. Other relevant material must be credited.

Question	Indicative content
5	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. Candidates are expected to reach a judgement about whether there was little change to the Anglo-Saxon legal system after the Norman Conquest. Arguments and evidence that there was little change to the Anglo-Saxon legal system after the Norman Conquest should be analysed and evaluated. Relevant points may include: • The king continued to be the most significant legal authority. The people lived under the King's Peace and the king presided over the most serious criminal cases, as well as judging in disputes between his earls or barons • The Anglo-Saxon legal system, based on trials in the shire and hundred courts, continued to be the system operated under the Normans. The murdrum fine, used during Viking rule, was revived by the Normans • The sheriff continued to be the key official in the administration of local justice, and barons and bishops continued to play key roles in shire courts • The burden of proof in trials continued to rely upon either oath-taking or ordeals of water and hot iron/fire. Arguments and evidence that the legal system in England did change after the Norman Conquest should be analysed and evaluated. Relevant points may include: • The Anglo-Saxon sheriffs were replaced by Normans. They enforced royal writs, issued in Latin after the Conquest. The authority of the sheriff increased significantly under the Normans • The Normans introduced new laws, such as the Forest Laws that brought in harsh punishments for farming, poaching, or foraging in the royal forests. Ordeal by battle was introduced as a method of proof in trials • In addition to the existing Anglo-Saxon courts, manorial courts were introduced to enable lords of manors to manage their estates and clerical courts were established to try ecclesiastical cases • Although the use of fines continued as the principal form of punishment, the Normans introduced death by hanging and mutilation for the most serious offences. Other relevant material must be credited.

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

Question	Indicative content
6	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. Candidates are expected to reach a judgement whether Becket's attitude to reform was the main reason for the conflict between church and state in the years 1162-64. Arguments and evidence that Becket's attitude to reform was the main reason for the conflict between church and state in the years 1162-64 should be analysed and evaluated. Relevant points may include: • Becket's belief that the clergy were separate from the rest of the population and that they were ruled and punished according to their own laws clashed with Henry's aims for reforming the church and caused the conflict • At Westminster in 1163, Becket opposed Henry's demand that criminal clergy should be handed to secular authorities for sentencing. He opposed the reform on the ground that 'God does not judge the same case twice' • Although Becket agreed that the clergy would stand by the 'ancient customs' of the realm, he added the caveat 'saving our order', in effect negating any reform that he believed undermined canon law. This incensed Henry II • Becket's attitude towards the Constitutions of Clarendon led to the breakdown of relations between church and state. His refusal to seal the Constitutions and his appeal to the Pope were major causes of conflict. Arguments and evidence that there were other, more important, reasons for the conflict between church and state in the years 1162-64 should be analysed and evaluated. Relevant points may include: • Henry II wanted to assert royal authority over the church. He chose Becket because he expected Becket to act as his loyal instrument in reforming the church. His disappointment in Becket was the main cause of the conflict • Henry's treatment of Becket after Westminster played a key role in the outbreak of the conflict. The confiscation of Becket's castles and removal of Young Henry from his custody was a visible show of a lack of faith in Becket • Henry's insistence that Becket must seal a written version of the 'ancient customs' at Clarendon, containing specific limitations to the clergy's authority, moved the 'goalposts' and undermined Becket's position • Henry was responsible for the conflict by bringing in trumped up charges of embezzlement at Northampton. His attempt to move the battle on to secular grounds was undermined by the separate legal systems of church and state. Other relevant material must be credited.

Question	Indicative content
7	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. Candidates are expected to reach a judgement on the significance of the capture of William the Lion in the defeat of the Great Rebellion of 1173-74. Arguments and evidence that the capture of William the Lion was significant in the defeat of the Great Rebellion of 1173-74 should be analysed and evaluated. Relevant points may include: • William the Lion's invasions of England in August 1173 and Easter 1174 devastated the northern counties as far south as Yorkshire and encouraged rebellion in the Midlands. His capture was significant in ending the Rebellion • In July 1174, William the Lion was captured at Alnwick. This event marked the beginning of the end of the Great Rebellion. William's castle in his fief of Huntingdon fell to Henry II and the rebellion in the Midlands was crushed • In the Treaty of Falaise, William the Lion paid homage and swore an oath to Henry II. He ceded five key castles to England that defended the Anglo-Scottish border. Henry had asserted control over the north. Arguments and evidence that the capture of William the Lion was not significant/there were other more significant factors in the defeat of the Great Rebellion of 1173-74 should be analysed and evaluated. Relevant points may include: • The Rebellion continued in France after the defeat of William the Lion. His capture had limited impact on the actions of Henry's sons and Louis VII • Eleanor of Aquitaine was captured in November 1173. She had played a key role in instigating her sons' rebellion and her imprisonment meant that she could no longer provide support for them • The capture of the Earl of Leicester by Richard de Lucy in October 1174 was significant. He had spearheaded rebellion in the Midlands. After his capture, rebellion in the Midlands and the south of England faltered • The defeat of Louis VII and Young Henry in the siege of Rouen in September 1174 was significant. It forced Louis and Young Henry to sue for peace and effectively ended the Great Rebellion • Henry II's storming of Saintes gave him the military advantage in Aquitaine. Young Henry's submission forced Duke Richard to sue for peace. This marked the complete end of the Great Rebellion. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement on the extent to which the relationship between Henry II and the leading barons in England changed in the years 1154-89. Arguments and evidence that the relationship between Henry II and the leading barons in England changed in the years 1154-89 should be analysed and evaluated. Relevant points may include: • In 1154, Henry faced challenges from powerful barons who held 225 castles compared to 49 held by the Crown. Henry's destruction of adulterine castles redressed the balance. He kept 30 of the captured castles for the Crown • When Henry came to the throne in 1154, leading barons had built up personal armies by retaining knights. <i>Cartae Baronum</i> curbed the barons' power by enforcing scutage and requiring knights to do homage to the King • The relationship between the King and his leading barons in the legal system changed. Henry II enhanced the powers of sheriffs to enter barons' lands and reinforced the protection of tenants through the use of writs • The relationship between the King and his barons in the governing of England changed. There was a gradual trend away from appointing leading nobles to appointing able, but lower-ranking, men to key positions. Arguments and evidence that the relationship between Henry II and the leading barons in England did not change in the years 1154-89 should be analysed and evaluated. Relevant points may include: • In 1154, Henry II could count on the support of most of the English barons. This continued throughout his reign, e.g., the support of the earls of Gloucester, Cornwall and Arundel in the Great Rebellion • Henry continued to face challenges from leading barons, e.g., in 1173-74, the earls of Leicester, Norfolk and Chester joined the Great Rebellion on the side of the Young King • Leading magnates continued to play leading roles in Henry's government, e.g., Robert of Leicester was justiciar from 1154-68; Bishop Nigel managed the Exchequer until 1169; nobles were appointed to the <i>Curia Regis</i> • Henry II's continued need for his leading barons was demonstrated in the Assize of Arms 1181. Despite the restrictions it imposed, it showed that the King depended on his barons and their men for the defence of the realm. Other relevant material must be credited.