



Mark scheme

Sample assessment materials for
first teaching September 2015

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

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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<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 Archbishop of Canterbury in the English church after 1066.</p> <ol style="list-style-type: none"> 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"> • It provides evidence of Lanfranc's belief that the Archbishop of Canterbury was superior to the Archbishop of York ('confirmation of his obedience') • It provides evidence that Lanfranc was determined to enforce his superiority ('departed without consecration') • It provides evidence that the papacy supported Lanfranc's position ('Pope Alexander, and all the council that was collected there agreed') • It provides evidence that the Archbishop of York was forced to submit ('humbly fulfilled'). 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"> • The writer of the <i>Anglo-Saxon Chronicle</i> may be considered to be relatively impartial when writing about the quarrel between two Norman archbishops • The chronicler was a monk and therefore may have been more favourable to Lanfranc who was a monk from the Abbey of Bec • Winchester was under the authority of the Archbishop of Canterbury and this may have made the writer more likely to side with Lanfranc. 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"> • Lanfranc's determination to assert the primacy of the Archbishop of Canterbury was supported by William I after the rebellions in the north in 1069 • Lanfranc's assertion of Canterbury as the primacy was supported by its monks and justified by the use of forged documents • Lanfranc's achievement of the primacy was important in enabling him to begin the process of reforming the Anglo-Saxon church.

Question	Indicative content
1b	<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 reasons for the conflict between church and state during the reign of William II.</p> <ol style="list-style-type: none"> 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"> • Eadmer was a priest and subject to the influence of the common opinion that William II was a godless man • Eadmer was a supporter of Anselm in the conflict and was likely to write more favourably of his role • The material in this extract suggests the purpose is primarily to record the basis of the conflict. 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"> • It provides evidence that the main reason for the quarrel was the right to recognise the Pope ('except with the King's permission') • It suggests that William II was only exercising his customary rights ('in his time or his father's') and that the fault for the quarrel lay elsewhere • It indicates that there was an underlying issue as to the loyalty of the Archbishop of Canterbury ('could not possibly keep at the same time both the allegiance he owed to the King and obedience to the Papacy against the King's will'). 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"> • William II regretted his appointment of Anselm, which he had only made when he had fallen ill in 1093, and feared that he would not recover • Monks despised William II because he delayed appointments to clerical offices so that he could benefit from church income • Anselm had recognised Urban as Pope before he had been made archbishop and nothing would change his mind • The wider problems in the church with regard to the legitimacy of the Pope underpinned the quarrel.

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

Question	Indicative content
2a	<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 Henry II's restoration of royal power in 1154.</p> <ol style="list-style-type: none"> 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"> • It suggests that Henry II was able to assert his authority over those who had acquired royal properties during Stephen's reign ('submitted to the royal will') • It indicates that a key feature in the restoration of royal authority was the restoration of royal finances ('commanded them to be restored entirely') • It provides evidence that Henry II rejected the legality of any charters or documents issued by Stephen that had given rights to property ('the grants of Stephen could not be permitted to stand against the claims of a lawful king'). 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"> • William of Newburgh had lived in England during the Anarchy and Henry II's reign, and so is a good position to comment on the situation in 1154 • William of Newburgh's use of the phrase 'by those who had taken them unlawfully' to criticise the reduction of royal authority under Stephen indicates that he supported Henry II's attempt to restore royal authority • As a monk and chronicler, William of Newburgh was not a close associate of Henry II and thus might be considered to be relatively impartial as an observer. 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"> • The civil war had ended with the Treaty of Winchester in 1153, which created favourable conditions for the re-establishment of royal control • Restoration of royal property began with a clear definition of the law – the starting point for 'lawful possession' was the death of Henry I • The demolition of illegal castles by Henry to assert his authority over barons, e.g. simultaneous sieges to destroy the castles of Hugh Mortimer, Lord of Wigmore, and to force him into submission.

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

Question	Indicative content
2b	<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 reasons for the outbreak of the Great Rebellion 1173.</p> <ol style="list-style-type: none"> 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"> • Roger of Howden was an official working for the king during the period of the Great Rebellion and would be in a good position to know about the events • Roger of Howden's focus was on affairs in Ireland – he is likely to have gained his knowledge of the events from King Henry II, and thus write from his point of view • The Annals charted the chronicle of the period – chronicles were recorded from the perspective of the chronicler, which leads some historians to question their impartiality. 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"> • It suggests that the root of the quarrel was that King Henry II had granted John three castles whilst providing nothing for his eldest son Henry ('greatly offended, that his father was unwilling to assign to him some portion of his territories') • It indicates that young Henry was already discontented and seeking an opportunity to make demands when the issue of John's castles arose ('young Henry sought pretexts and an opportunity for withdrawing from his father') • It provides evidence that young Henry was goaded into action by his father-in-law Louis, King of France ('request at the suggestion of Louis the king of France') • It suggests that discontented barons took the opportunity to escalate the quarrel into rebellion by siding with young Henry ('those of the earls and barons of England and Normandy who disliked his father'). 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"> • The Great Rebellion had its roots in Henry II's decision to crown his eldest son as the 'Young King' but not grant either money or power to him despite his enhanced status among Henry's children • The role of the family conflict – Henry's younger sons Richard and Geoffrey and his wife Eleanor were angered by their lack of power and sided with young Henry, thus causing it to escalate and spread through the Angevin Empire • The ambitions of French King Louis VII – he was determined to gain territory in France at the expense of the Angevin Empire and was seeking every opportunity to achieve this.

Section B: indicative content

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

Question	Indicative content
3	<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 1066, Duke William of Normandy had a better claim to the throne of England than the other claimants.</p> <p>Arguments and evidence that Duke William had the best claim to the throne of England in 1066 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Duke William was Edward the Confessor's cousin whom he had known while he was in exile in Normandy – he was bound to choose a member of his own family • Norman sources claim that Harold Godwinson had been sent to swear allegiance to Duke William in 1064–65, renewing Edward the Confessor's promise of the throne made in 1051 • Duke William had papal approval for his invasion of England • Norman sources claim that Harold was a usurper who had broken his oaths and whose coronation was invalid because it was conducted by Archbishop Stigand, whose legitimacy was in doubt. <p>Arguments and evidence that other claimants had a better claim than Duke William of Normandy to the throne of England in 1066 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Kingship in the Anglo-Saxon realm was based on the consent of the people – approval by the witan was necessary • Anglo-Saxon sources provide evidence that Harold Godwinson was nominated by Edward the Confessor on his deathbed, approved by the Witan and crowned by Ealred of York, making him the legitimate king • Harald Hardrada had a claim to the throne based on a promise made to King Magnus of Norway by Harthacnut and was backed by the support of Tostig • Edgar Aetheling was of the royal bloodline, Edward the Confessor's nephew, and may have been brought to England in order to groom him as Edward's successor. <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 accurate it is to say that castle building was the main way in which William I established control over Anglo-Saxon England.</p> <p>Arguments and evidence that castle building was the main way in which William I established Norman control over the Anglo-Saxon England should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The use of the castle as a symbol of conquest and for domination of the local area • The practice of building castles in areas of rebellion, laying waste to the properties of the Anglo-Saxons and building in the centre of a town, e.g. the castle built in Exeter enforced Norman control • The use of Anglo-Saxon labour to build castles • Castles housed knights who were used to crush disturbances in the local area. <p>Arguments and evidence that other factors played a more important role in the way in which William I established Norman control over Anglo-Saxon England should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Removal of the Anglo-Saxon earls and their replacement with Norman barons meant that, in every shire, the Anglo-Saxons were ruled by a Norman overlord • Introduction of the feudal system that demanded oaths of fealty at every level established Norman control over the population • Use of the legal system to enforce Norman rule, including the introduction of the forest laws and the harsh penalties for any infringements. <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 far Robert Curthose's military weaknesses were responsible for his defeat by Henry I in Normandy in 1106.</p> <p>Arguments and evidence that Robert Curthose's military weaknesses were responsible for his defeat by Henry I in Normandy in 1106 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Robert Curthose's inability to defeat his vassals, e.g. Robert Bellême exposed his weakness as a soldier • Lack of military support – Robert Curthose's most important supporters – Robert of Bellême and William of Mortain had been weakened – they had been disinherited in England and banished from the kingdom • Loss of territory – Robert Curthose was forced to cede the territory of Everux to Henry I in 1104, which weakened his position in Normandy • Inferior numbers and tactics – Robert Curthose's army was inferior in number to Henry's at Tinchebrai and his tactic of cavalry charges exposed his flank to attack. <p>Arguments and evidence that other factors played a more important role in Robert Curthose's defeat by Henry I in Normandy in 1106 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry I's military strength – he could count on the full feudal levy from all the shires of England as well as cavalry supplied by his allies • Henry I's strength as a diplomat – he established a web of alliances around Curthose's territory, e.g. the Anglo-Flemish alliance 1103 • Robert Curthose's political weaknesses – his inability to govern Normandy effectively gave Henry I the opportunity to justify an invasion of Normandy. <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 the extent to which Henry II had established his control over Scotland, Ireland and Wales by 1172.</p> <p>Arguments and evidence that Henry II had established control over Scotland, Ireland and Wales by 1172 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry II had great success in removing the Scottish threat from England by 1172 – the border was set as it had been in 1136 and Malcolm IV, King of the Scots, did homage to him • In spite of initial setbacks until the death of Owain of Gwynedd, Henry II established effective control over Wales by 1170 – he recognised the lords of Gwynedd and Deheubarth as subordinate kings and appointed a justiciar over Deheubarth • Henry II extended control over Ireland firstly by encouraging colonisation by Anglo-Norman lords from Wales and by invasion in 1171–72 when he established English overlordship of Ireland. <p>Arguments and evidence that Henry II had <i>not</i> established control over Scotland, Ireland and Wales by 1172 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Control over Scotland was incomplete – William the Lion worked against Henry II and offered his support to Louis VII of France in 1168 • His lack of control over Scotland was made apparent when William the Lion invaded the north of England in the Great Rebellion 1173–74 – loyalty to Henry II was clearly very weak • By 1172 the Irish had given their allegiance to Henry but loyalty to the English crown had no depth, and the Anglo-Norman lords granted lands in Ireland were semi-independent and this was a problem for an absentee overlord. <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 far Henry II was responsible for the conflict with the church in the years 1162–70.</p> <p>Arguments and evidence that Henry II was responsible for the conflict with the church in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry was responsible for the outbreak of the quarrel – his aims to reform the church and force it to obey the 'ancient customs' meant that a quarrel was inevitable, e.g. Constitutions of Clarendon • Henry's misjudgement in the decision to appoint Thomas Becket as Archbishop of Canterbury with the expectation that Becket would act as his agent meant that the quarrel was bitter and prolonged • Henry was responsible for the escalation and continuation of the quarrel, e.g. charging Becket with embezzling funds from the Chancery in 1164; using the Archbishop of York to crown young Henry in June 1170 • Henry was responsible for the murder of Becket in December 1170 – his outburst placed the act on the fringe of a royal mission. <p>Arguments and evidence that Henry II was <i>not</i> responsible for the conflict with the church should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Thomas Becket was responsible for the outbreak of the quarrel, e.g. he refused to sign the Constitutions of Clarendon after telling the bishops that they should affix their seals • Becket was responsible for the escalation of the quarrel – he took refuge in France with Henry's enemy and gained papal support whilst in exile thus making it almost impossible to settle the quarrel • Papal support for Becket's position as archbishop reinforced the authority of the church and challenged Henry's claims to control the English church • Becket's actions in December 1170 were responsible for provoking Henry's outburst and his behaviour in the cathedral invited martyrdom • The bishops and prelates who supported Henry II bear some responsibility for the continuation of the quarrel as they ensured that the church was divided. <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 accurate it is to say that Henry II's legal reforms were the main way in which he extended his authority across England in the years from 1158.</p> <p>Arguments and evidence that Henry II's legal reforms were the main way in which he extended his authority across England in the years from 1158 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry's authority was extended by the Assizes of Clarendon and Northampton – testifying under oath became standard procedure in every shire court • Henry's authority was extended by the enhanced role of the sheriff in bringing fugitives to justice – they had the right to hunt down suspects and bring them to trial • The king's authority was extended by the use of itinerant justices in eyre – the conviction rate was higher in the counties that they visited • Henry's authority was extended by the development of precedent law by the Court of the King's Bench at Westminster where itinerant justices recorded their judgements. <p>Arguments and evidence that other factors played a more important role in extending Henry II's authority across England in the years from 1158 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Financial reforms played a key role in extending the king's authority – the revival of taxation and the reform of the currency, together with the development of the exchequer, were essential to enable Henry to pay for his government • The king's authority over his barons was achieved by Cartae Baronum 1166 – this prevented barons from keeping private armies and ensured they paid all their dues to the king • The king's authority in the shires was enforced most effectively by the Inquest of the Sheriffs in 1170 – malpractices were rooted out and almost all sheriffs were replaced. <p>Other relevant material must be credited.</p>