



Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE
In History (9HI0/02)

Paper 2: Depth study

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

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

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Question Paper Log Number P69332A

Publications Code 9HI0_2A_2206_MS

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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

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	1-3	<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. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4-7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8-12	<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 utility 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 but with limited justification.
4	13-16	<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, although treatment of the two sources may be uneven. • 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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Level	Mark	Descriptor
5	17-20	<ul style="list-style-type: none"><li data-bbox="379 159 1406 259">• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.<li data-bbox="379 271 1406 416">• 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 secure 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 data-bbox="379 427 1406 560">• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

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	1-3	<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	4-7	<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 focus of the question. • Mostly accurate and relevant knowledge is included, but 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	8-12	<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	13-16	<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.
5	17-20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and

Level	Mark	Descriptor
		substantiating the overall judgement. <ul style="list-style-type: none"><li data-bbox="379 197 1401 264">• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	<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 sources to consider how far the historian could make use of them to investigate the significance of the Godwin family in the governing of Anglo-Saxon England in the years c1053-66.</p> <p>Source 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • The writer had close connections to the court of King Edward and his account is likely to have been based on first-hand observations of the Godwins • The book was dedicated to Queen Edith, the daughter of Godwin, and is clearly subjective in its fulsome praise for the Godwins • The purpose of the book was to revere King Edward, and the tone adopted is complimentary to the King in his choice of the Godwins. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the Godwin family in the governing of Anglo-Saxon England in the years c1053-66:</p> <ul style="list-style-type: none"> • It provides evidence that the Godwins were favoured by the King as advisers ('Harold, the eldest and wisest Godwin, was appointed ...by the King's favour', 'King Edward appreciated the brothers') • It provides evidence that Harold and Tostig played important roles in the defence of the kingdom ('Harold drove back enemies from the south and Tostig scared them from the north') • It implies that the Godwins dominated the government ('Harold ...the earldom of Wessex', 'Tostig, ...earl of Northumbria', 'their sister, Queen Edith', 'Gyrth ... shire in... and promised to increase Gyrth's lands') • It suggests that Harold and Tostig were of great significance to the governing of Anglo-Saxon England ('no time or place has reared two men of such value at the same time'). <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> • By the 1060s, the Godwins held four earldoms, Wessex, Northumbria, East Anglia and Kent. Only Mercia was out of their control • The power and authority that the Godwins could exert in the governing of England is demonstrated by their total income of approximately of £7000 per annum, which exceeded King Edward's income of £5000 per annum • The Godwins used their resources to recruit many housecarls who were loyal to them and fought in their armies. King Edward relied on the Godwin armies for the defence of his realm • Harold was described as <i>subregulus</i>. Edward relied upon him for the defence of

Question	Indicative content
	<p>the kingdom and also for special missions, e.g. the embassy to Normandy in 1064.</p> <p>Source 2</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • The chronicle was written in a monastery in the earldom of Mercia, which was not controlled by the Godwin family, giving it a measure of impartiality • The chronicle was based upon reports that were received by the scribes in the monastery • The purpose of the chronicle was to record the most important events of the year and the monks would have intended that the record would be as accurate as possible. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the significance of the Godwin family in the governing of Anglo-Saxon England in the years c1053-66:</p> <ul style="list-style-type: none"> • It suggests that Harold and Tostig played an important role in defending the Anglo-Saxon kingdom against its enemies ('together the Godwin brothers forced the country into submission') • It suggests that Harold was held in equal importance to the King in governing in the west ('killed ... because of the wars he had fought against Earl Harold', 'gave hostages to King Edward and Earl Harold') • It suggests that King Edward held ultimate control ('His head was brought to Earl Harold, and Harold brought it to King Edward', 'pay greater sums of money from Wales to King Edward'). <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> • Wales was a major threat to England after the rise of Gruffydd ap Llywelyn. He had allied with Ælfgar of Mercia in 1055. Their forces had raided Herefordshire and King Edward sent Harold to put down the attack • It was the Godwins' decision to attack Wales to capitalise on the demise of Ælfgar of Mercia and to strengthen their own family • Harold played a key role in crushing the Welsh in 1063. His complex land and sea invasion ended the threat to England from Wales and enhanced his reputation as Anglo-Saxon England's military commander. <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • Both sources agree on the importance of Harold and Tostig in the defence of the kingdom • Source 1 tends to downplay the role of King Edward in government compared to the Godwins, whereas Source 2 emphasises that King Edward held ultimate

Question	Indicative content
	<p data-bbox="395 163 485 192">control</p> <ul data-bbox="347 197 1410 304" style="list-style-type: none"><li data-bbox="347 197 1410 304">• Both sources give favourable accounts of the role of the Godwins in the government, although Source 1 hints that aspects of Tostig's character could be a liability to smooth government.

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

Question	Indicative content
2	<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 sources to consider how far the historian could make use of them to investigate the reasons for the Inquest of the Sheriffs in 1170.</p> <p>Source 3</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • Walter Map was a member of Henry II's court and was able to observe the functioning of the government of Henry II from close quarters • Map's book was a series of anecdotes based on court gossip and the content and tone of the source suggests a measure of exaggeration • Map was more than a peripheral observer in the court. His role as an emissary to the court of the King of France and to the Papal court suggests that Henry II must have trusted Map, and his observations. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the Inquest of the Sheriffs in 1170:</p> <ul style="list-style-type: none"> • It claims that the Inquest was necessary because sheriffs were like devils who had been perverted in performing their duty ('devils are sent out', 'same in the court of King Henry', 'take everything') • It implies that the Inquest was necessary because sheriffs had broken their oath to the King ('At the time of their appointment ... sheriffs do swear to serve God and their master faithfully and honestly.') • It suggests that Henry needed to implement the Inquest because the sheriffs were dishonest ('these sheriffs are corrupted by taking bribes.') • It suggests that before the Inquest the sheriffs did not fulfil their role properly because they allowed lawbreakers to avoid the King's justice ('punish actions that are inoffensive, ... true deeds of evil go unpunished'). <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> • Sheriffs, and their deputies, played a key role in the local government of Henry II, including collecting taxes and presiding over the shire courts and visiting the hundred courts. Henry II needed to be able to trust them • The office of a sheriff was a lucrative one. Sheriffs exploited every possible source of profit, both legitimate and illegitimate. The 1170 Inquest was prompted in part by the outcry against their exactions and injustices • The powers of sheriffs were extended under the Assizes of Clarendon. Sheriffs were allowed to go where they pleased on King's business. By 1170, there were concerns that sheriffs were abusing this power • The Inquest found that, in the city of Worcester, the sheriff held a hundred properties on which he did not pay rates or taxes.

Question	Indicative content
	<p>Source 4</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • This is an official source outlining the way in which the Inquest of the Sheriffs was to be conducted • The purpose of the source is to ensure that sheriffs were fulfilling their oaths to the King and to deal with complaints that had been made about the conduct of the sheriffs • The Inquest was made four years after the powers of sheriffs had been extended and after Henry II had been absent from England for four years • The content and tone of the source suggests that there were concerns about the behaviour of sheriffs. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences the reasons for the Inquest of the Sheriffs in 1170:</p> <ul style="list-style-type: none"> • It suggests that the sheriffs had been abusing their powers ('During this time the land and the people of England have been oppressed ... how much they have received from each hundred') • It provides evidence that the inquiry extends beyond the role of sheriffs ('the archbishops, bishops, abbots, earls, barons, sub-tenants, knights, citizens and burgesses') • It suggests that local officers have cheated the King of his dues ('whether they have cancelled any of the King's rights for reward... trespassed in the King's forests') • It provides evidence that the Inquest will provide the opportunity to bind local officials to the King and to tighten controls on the barons ('swear an oath... inquiry... throughout the lands of the barons.'). <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> • The Inquest was national. It required written returns about every payment made to sheriffs since 1166 • The scope of the Inquest went beyond sheriffs and inquired into any fines or financial demands made by those with an official capacity in local government • When the Inquest was finished, 22 out of the 29 sheriffs in England were dismissed • The dismissed sheriffs were replaced by royal officials from the Exchequer who Henry II could trust. <p>Sources 3 and 4</p> <p>The following points could be made about the sources in combination:</p>

Question	Indicative content
	<ul style="list-style-type: none">• Taken together, the two sources suggest that there were concerns about sheriffs abusing their powers by taking bribes or other payments• Source 1 focuses only on the abuses by sheriffs, whereas Source 2 suggests that there was widespread abuse by other local officials• The nature of the two sources is contrasting. While Source 1 is satirical and based on gossip, Source 2 is an official response to problems in local government.

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 the suggestion whether, of all the changes introduced into England by the Normans, it was the forest laws that had the most significant impact on village life.</p> <p>Arguments and evidence that of all the changes introduced into England by the Normans, it was the forest laws that had the most significant impact on village life should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • William I and his sons designated large sections of forest in Wiltshire, Dorset, Somerset and Essex to be royal forest, which would be used by the King for the purpose of hunting rather than for agriculture • Royal officials expelled the Anglo-Saxon inhabitants to create the royal forests. Twenty villages and a dozen hamlets were destroyed to create the New Forest • Villagers were restricted from using the forests as they had done before the conquest for foraging for firewood and food, and restrictions were placed on farming and grazing cattle • Villagers were forbidden from enclosing their crops to protect them from the hunt, e.g. in Sherwood Forest and the New Forest, where the forests were given over to the wild beasts necessary for royal hunts • The punishments under forest law were severe. The punishment for disturbing a deer was blinding, shooting a deer was punished by cutting off the hand and killing a deer was punishable by death. <p>Arguments and evidence that there were other changes introduced by the Normans that had a more significant impact on village life should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the northern villages, the new method of control by harrying had a more significant and long-lasting impact. The Domesday Book, recorded nearly two decades later, detailed swathes of wasted land in the north • William's destruction of villages in Sussex in 1066 had a long-lasting impact. The value of manors fell by 40 per cent and had only partially recovered by time of the Domesday Survey in 1086 • The manorial system, with the nucleated village, was developed in England, with planned villages in the north. This gave the Norman lords a greater degree of control over the peasants than had existed previously • The Normans demanded higher rents from peasants and increased their obligation to their lord. This meant that the peasants had to work harder to produce sufficient to pay their dues and to feed themselves • The rewards for Normans who fought at Hastings, and the introduction of the feudal system, meant that many Anglo-Saxons lost their lands and were reduced from landowner to tenant and from tenant to villein • The Normans ended the use of slavery in England. Slaves were no longer available to carry out heavy agricultural work.

	Other relevant material must be credited.
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Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the suggestion that the opposition of King Philip I of France was the main reason why William I's control of his continental lands was challenged in the years 1066-87.</p> <p>Arguments and evidence that that the opposition of King Philip I of France was the main reason why William I's control of his continental lands was challenged in the years 1066-87 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Philip I challenged William I's control by securing an alliance with Flanders, close to Normandy's northern border, through marriage to Bertha of Hainault, half-sister to the count of Flanders in 1072 • Philip supported Edgar Atheling, who had a claim to the English throne, e.g. in 1074, Philip I gave Edgar the castle of Montreuil-sur-Mer as a base from which to launch raids into Normandy • Philip I brought his army to Dol in 1076, broke William I's siege and forced him into retreat. This action destroyed William I's reputation as an invincible general and encouraged further challenges • In 1077, Philip I occupied the Vexin, a strategically important territory on the Norman border. This placed the hostile French neighbour directly on William I's border • Philip I supported Robert Curthose's rebellion in 1078. He was responsible for supplying Robert with knights and the castle at Gerberoy where William I was subsequently defeated, with the loss of many knights • In 1087, Philip I launched raids on Normandy from his garrison at Mantes. William I was mortally injured and died in his attempt to crush the invasion. <p>Arguments and evidence that there were other, more important reasons why William I's control of his continental lands was challenged in the years 1066-87 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • William's control over Maine was always precarious and frequently challenged by lords who did not accept William's rule, e.g. Geoffrey of Mayenne led a revolt in 1069-70 while William was absent in England • Fulk le Rechin, Count of Anjou, had ambitions to extend into Norman lands. He seized Maine in 1072, attacked William's supporter, Jean de la Flèche, in Maine in 1076, and took part in the siege at Dol in 1076 • Ralph de Gael established an anti-Norman coalition in 1076, when he returned to Brittany after the revolt of the earls. He reinforced the castle at Dol with troops from Anjou, and forced William I into retreat • William's control was challenged by Robert Curthose who wanted power to rule independently of his father. He attracted the support of many sons of the great families. In 1078, he defeated William I at Gerberoy • Queen Mathilda undermined William's control by supporting Robert Curthose with money for his rebellion against his father • Robert of Flanders challenged William I by providing support for Robert Curthose in his rebellion against William I and support for King Cnut of Denmark in his plan to invade Norman territories in 1087.

	Other relevant material must be credited.
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Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the suggestion that Becket's rejection of the Constitutions of Clarendon in 1164 was the main reason for the conflict between church and state in the years 1162-70.</p> <p>Arguments and evidence that Becket's rejection of the Constitutions of Clarendon in 1164 was the main reason for the conflict between church and state in the years 1162-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Becket's rejection of the Constitutions was threatening to monarchical authority by demonstrating that obedience to the Church superseded obedience to the King. This set church and state on a collision course • Henry II interpreted Becket's rejection of the Constitutions as treachery by a vassal and this made conflict inevitable • Becket withdrew his initial agreement to swear the oath to uphold the Constitutions after the bishops signed them, causing confusion in the church and angering Henry II • Becket accepted the chirograph in order to use it as irrefutable proof that Henry intended to encroach on the Church's rights. This angered Henry because, initially, he interpreted it as Becket's acceptance of the customs • Becket's refusal to accept the Constitutions was the catalyst to Henry II's attack on Becket for contempt and embezzlement at Northampton in November 1164, which resulted in Becket's decision to go into exile. <p>Arguments and evidence that there were other, more important reasons for the conflict between church and state in the years 1162-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry II was determined to extend his control over the Church from the start of his reign. Conflict was inevitable because his aims conflicted with the Gregorian reform movement to exercise authority over secular rulers • In 1162, Henry expected Becket to combine the roles of Chancellor and Archbishop and give the King unprecedented control over church and state. Relations had already broken down before the Constitutions • Henry and Becket had already clashed at the Council of Westminster, after Becket had excommunicated a baron without permission. His claim to respect the customs 'saving our order' enraged Henry II • The conflict was escalated by Becket's decision to go to the court of Louis VII during his exile and by Henry II's decision to use the Archbishop of York to crown Young Henry in 1170 • Henry's decision to attack members of Becket's household while Becket was in exile sustained the quarrel and made it difficult to resolve the conflict • The apogee of the conflict was reached in 1170 by Becket's decision to excommunicate bishops who had remained loyal to Henry during his exile, and by Henry's loss of temper that culminated in Becket's murder. <p>Other relevant material must be credited.</p>

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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 whether the deaths of Young Henry and Geoffrey weakened, rather than strengthened, Henry II's control of the Angevin Empire in the years 1183-89.</p> <p>Arguments and evidence that the deaths of Young Henry and Geoffrey weakened, rather than strengthened, Henry II's control of the Angevin Empire in the years 1183-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Conflict within Henry II's family increased after the death of Young Henry because Henry II refused to nominate and crown his successor. Deep divisions and jealousies developed among his remaining sons • Henry's control was weakened when Philip II demanded the return of the Vexin and the castles ceded to the Angevins in Margaret's dowry after the death of Young Henry • Conflict was intensified following the death of Young Henry after the agreement over the Vexin was undermined by Henry II's treatment of Alice, failing to arrange her marriage to Richard, and possibly seducing her • Henry's authority as Duke of Normandy was undermined by Philip II who made Geoffrey seneschal of France and secured Geoffrey's homage for Brittany • Henry's control was weakened by the quarrel over the wardship of Geoffrey's children after his death in 1186. Although Henry II and Philip II agreed a truce in the matter, the question of wardship was not settled • The deaths of Young Henry and Geoffrey left Henry with only two heirs, who would hold great expanses of territory. Henry's attempt to give Aquitaine to John alienated Richard and drove him towards Philip II. <p>Arguments and evidence that the deaths of Young Henry and Geoffrey strengthened, rather than weakened, Henry II's control of the Angevin Empire in the years 1183-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The death of Young Henry, in 1183, ended his rebellion against Henry II. The death of Geoffrey, in 1186, removed him from Philip II's court where Geoffrey had been actively supporting opposition to his father • Henry II kept control of the Vexin after Young Henry's death, in return for an annual payment of £2,700 to Margaret and the promise to arrange the marriage of Alice to one of his sons. He did not arrange the marriage • Philip's strategy to weaken Henry's control of the Empire, by encouraging Henry's sons to rebel against their father, was undermined by the deaths of Young Henry and Geoffrey. Philip did not ally with Richard till 1189 • Henry II's relationship with Richard was strengthened when he fought with Richard and John in 1187 to stop Philip II's encroachment into Berry. <p>Other relevant material must be credited.</p>

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