

Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (9HI0/2A)
Advanced

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

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.
5	17–20	<ul style="list-style-type: none"> • 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. • 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. • 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 substantiating the overall judgement. • 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 shed light on the treatment of the Anglo-Saxons by the Normans in the years 1066–86.</p> <p>Source 1</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • The document has been written in England so it is not surprising that it takes a critical view of William and the Normans • The writer is vague about the treatment in places ('they did many other unjust things which are difficult to relate'), which may call into question the author's position to know • Although the writer does not appear to blame the Normans entirely for the fate of the Anglo-Saxons in his claim they brought about their own suffering through their sins, in doing so he is following a monastic convention, which as a cleric he would be expected to do. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the treatment of the Anglo-Saxons by the Normans: <ul style="list-style-type: none"> • It suggests that the Normans were motivated by greed • It provides evidence that William I granted land on harsh terms to the highest bidder • It provides evidence that William I appointed corrupt officials ('did not care how very sinfully the reeves got it from wretched men') • It provides evidence of harsh taxation ('they charged unjust tolls'). 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: <ul style="list-style-type: none"> • The harsh treatment of the Anglo-Saxons by the Normans was at least in part a response to the rebellions in the years 1067–71 • William I replaced the Anglo-Saxon earls and sheriffs with Normans and so emphasised that the Anglo-Saxons were a conquered people • William drew substantial profits from England, from fines from justice, and from trade. <p>Source 2</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • The Domesday Book was a detailed record of the conquered kingdom • The Domesday Book was an official document and it was essential to the king that it should be as accurate as possible • The tone used in writing is impartial, even though it was written up by an Anglo-Saxon.

Question	Indicative content
	<p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the treatment of the Anglo-Saxons by the Normans:</p> <ul style="list-style-type: none"> • It provides evidence of a significant decrease in the number of inhabited messanges since the time of Edward the Confessor • It provides evidence of Norman oppression in laying waste to one shire in order to build a castle in it – the symbol of Norman rule • It provides evidence of the destruction of properties: 400 messanges have been laid waste so that they barely pay any taxes and 500 pay nothing at all • It provides evidence of Norman colonisation: 145 messanges held by Frenchmen, although this is not a majority of property in the area. <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 Harrying of the North, 1069: William wreaked such devastation that the land remained waste for the next 20 years as recorded in the Domesday Book in response to repeated rebellions in that region • Castle building: the Normans built castles in areas where Anglo-Saxons rebelled and along the Welsh border as instruments of oppression and control • The Anglo-Saxons did invite harsh treatment by their invitations to the Danes to invade in 1069–70 (Northern Rebellion) and 1070–71 (East Anglian Rebellion), which would have been regarded as treason. <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"> • Provision of taxes was a primary function of the kingdom of England • The strength and extent of Norman control over the Anglo-Saxons can be inferred from the sophistication of the Domesday survey in combination with the methods of control implied in Source 1 • The emotive tone of Source 1, describing the treatment of the Anglo-Saxons, contrasts sharply with the precise details from the survey of Yorkshire provided in Source 2.

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 shed light on the importance of Henry II's legal and financial reforms in developing royal authority.</p> <p>Source 3</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • An assize is a legal ruling, with the full authority of the king • The importance of a uniform application of the law was central to Henry's aims because it was the first clause of the Assize • All the great men of the realm agreed to the Assize ('by the counsel of all his barons') • The purpose of the Assize was to enforce the king's justice throughout his realm. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the development of royal authority: <ul style="list-style-type: none"> • It provides evidence that justice was to be applied uniformly across the country ('throughout the counties and throughout the separate hundreds'), thus enforcing the king's justice across the realm • It contains implicit acknowledgement of the origins of the jury system ('twelve of the more lawful men of the hundred') • It provides evidence that the role of justices and sheriffs was to be extended • It provides evidence that the validity of witness evidence would be tested through oaths and ordeal ('the ordeal of water... shall swear that...'). 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: <ul style="list-style-type: none"> • Reform of the law was essential in restoring and extending the power of the crown after the loss of royal authority as a consequence of the Anarchy • The Assize of Clarendon was one of a series of assizes that increased royal authority, including the Assize of Northampton (1176) which extended the role of itinerant justices • The introduction of itinerant justices in eyre, and the development of the Court of the King's Bench at Westminster ensured uniform application of the law • The use of a mass-produced writ to ensure the king's justice was available, even during his absences. <p>Source 4</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • Richard fitzNigel, as treasurer, was a high ranking and experienced official in the exchequer and so in a good position to comment on its activities

Question	Indicative content
	<ul style="list-style-type: none"> • His comments, outlining problems with the coinage, could be interpreted as evidence of impartiality • The purpose of the source to inform clerks of the business of the exchequer means Richard fitzNigel had a vested interest in ensuring accuracy • He was obviously an admirer of Henry II ('illustrious king whose renown shines the brighter...') and this may mean he places too great an emphasis on the effectiveness of his reform, which had clearly not entirely solved the problem of a defective coinage. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the development of royal authority:</p> <ul style="list-style-type: none"> • It provides evidence that Henry II had been key in ensuring a uniform weight and currency for the kingdom ('has decreed that') • It contains implicit acknowledgement that there was a problem with the quality of the coinage ('better coins' and 'the worse') • It asserts that the exchequer was addressing the problem by ensuring correct weights • It asserts that improved coinage would help restore royal finances and enable Henry to assert effective control over his kingdom. <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"> • Royal finances had declined significantly during the Anarchy and weakened the position of the Crown • The reform of the coinage began in 1158, but low-weight coins continued to circulate until 1180 • Crown revenues were also restored by a revival of the Danegeld, and the introduction of dona (gifts) and auxilia (aids) and the imposition of the tallage • By the end of Henry's reign, royal finances had been restored, e.g. the king's income had risen from £8,000 to £20,000 a year. <p>Sources 3 and 4</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • Agreement that Henry II is a great reforming monarch who is restoring the authority of the crown • The implication in the sources is that, initially, Henry had greater success in restoring the law • The sources have contrasting purposes – Source 1 focuses on a rigorous enforcement of the law, while Source 2 has a primary role in educating clerks in the processes of the exchequer.

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 on the suggestion that the Anglo-Saxon kingdom was both strong and successful in the years 1053–66.</p> <p>Arguments and evidence that Anglo-Saxon England was strong should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Edward the Confessor maintained a strong kingdom at peace – there were no invasions or civil wars during this period and the Welsh prince was brought under control • Harold Godwinson contributed to the strength of the kingdom – as Edward's right-hand man, he defeated the Welsh prince Gruffudd ap Llywelyn and sided with the kingdom against his brother Tostig in 1065. <p>Arguments and evidence that Anglo-Saxon England was successful should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Development of an administrative and legal system based on the shires that was so effective and efficient that the Normans would preserve it after 1066 • The Anglo-Saxon kingdom had an efficient system of taxation that raised vast amounts and a coinage that held its value and was the envy of Europe • There was increasing urbanisation – 20 towns with a population of more than 1000, and trade with Scandinavia and the continent was thriving • The Christian Church was flourishing – more than 40 monastic houses had been established in England and Edward's reputation as a pious king enhanced the standing of the kingdom. <p>Arguments and evidence that Anglo-Saxon England had significant weaknesses should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Edward the Confessor was dominated by the Godwin family – married to Edith and increasingly dependent on Harold, who could be seen as working to secure his own power and claim to the throne • Harold's dispute with Tostig was one factor that left England open to invasion in 1066 • The Anglo-Saxon social and military system was regarded as backward by the Normans – the feudal system did not exist in England and the army (thegns and fyrd) fought on foot • Ultimately, the kingdom was unable to resist the invasion forces. <p>Arguments and evidence that Anglo-Saxon England had significant failures should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Normans claimed that the English church was corrupt – Edward had failed to 'Normanise' it, Stigand's position as Archbishop of Canterbury was disputed and clerical marriage was rife • Edward failed to settle the succession, his death without an heir left England open to competing claims and subject to invasions in 1066. <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 the extent to which the determination of William II and Henry I to control the church in England explains the conflict between church and state in the years 1087–1106.</p> <p>Arguments and evidence that William II and Henry I's determination to control the church was the cause of the conflict should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • William II's attitude to the church is demonstrated by his refusal to appoint an archbishop after the death of Lanfranc in 1089 • William II's determination to control the church sparked the conflict with Anselm and the bishops with regard to recognition of a legitimate pope • The Investiture Controversy of Henry I's reign is evidence of Henry's determination to assert the rights of the crown over the church • It required a compromise by Henry I to bring the conflict to an end. <p>Arguments and evidence of the role played by other factors in the conflict between the church and the state in 1187–1106 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The conflict had its roots in the wider church conflict over the validity of the pope • Anselm was a key figure in causing dispute • Both William II and Henry I showed themselves to be willing to compromise with the church, for example William II was prepared to compromise over the question of papal recognition and in May 1095 agreed to a negotiated settlement with a papal legate in which he recognised Urban • Pope Paschal II was responsible for the outbreak and progress of the Investiture Controversy by opposing English customs with regard to the church • The 'Norman Anonymous' fuelled the conflict by writing a pamphlet that claimed the powers of a king were greater than those of a pope. <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
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 the suggestion that the murder of Thomas Becket had little impact on the development of church and state relations in the years 1170–76.</p> <p>Arguments and evidence that the murder of Becket had only limited consequences for the development of church and state relations should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry II was not excommunicated and England was spared an interdict • The dispute was not regarded as one of moral or faith but merely church administration • The Pope was not won over by young Henry's use of Becket's murder to attempt to gain papal support in the Great Rebellion of 1173 • Pope Alexander III did not insist on humiliating Henry II by a specific repudiation of the Constitutions of Clarendon • Henry's choice of candidates for vacant bishoprics continued to be promoted. <p>Arguments and evidence that the murder of Becket had significant consequences for the development of church and state relations should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Shock reverberated throughout England and Henry II was forced to acknowledge his role and do public penance in 1174 • Becket was canonised by the Pope and Canterbury became a centre for pilgrimage • Becket's murder paved the way for compromise and the development of peaceful relations between church and state • The Agreement at Avranches 1172: Henry abandoned his insistence on the imposition of the Constitution of Clarendon and the bishops were released from their oaths • The settlement of 1176 confirmed the peaceful reconciliation established at Avranches • The church agreed to concessions that allowed Henry to pursue clerks committing forest offences in secular courts. <p>Other relevant material must be credited.</p>

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 on how far conflicts within Henry's family were responsible for the difficulties that he faced in controlling the Angevin Empire in the years 1183–89.</p> <p>Arguments and evidence about the role played by conflicts within Henry's family in causing the difficulties that he faced in controlling the Empire in the years 1183–89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The ambitions of both Richard and John with regard to the crown of England – Henry refused to nominate his heir and crown him as he had done with young Henry • The role of Eleanor in supporting her favourite son in his quarrels with Henry – driven by her own ambitions with regard to the control of Aquitaine, the role of Richard in Aquitaine provided Philip Augustus with the justification to invade Angevin lands • Henry's conflict with his sons was ruthlessly exploited by Philip Augustus who persuaded Richard to join him in the invasion of Maine and Anjou in 1189. Prince John joined Richard in rebellion in 1189 • Henry's actions antagonised his family, e.g. his relationship with Rosamund Clifford; his refusal to allow Richard to take possession of Touraine, Maine and Anjou after the settlement with Philip Augustus in 1188. <p>Arguments and evidence about the role played by other factors in the problems in controlling the Empire in the years 1183–89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The disparate nature of the Empire with its long frontier, different languages and customs meant that it would always be difficult to control • The barons in the south were in continual revolt and had only a loose allegiance to Henry • The Duchy of Normandy was quiet during this period and presented no particular problems to Henry • The role and ambitions of Philip Augustus to expand French territory at the expense of the Angevin empire, e.g. in 1187 he invaded Anjou and forced Henry to give up territory • Eleanor was imprisoned after the Great Rebellion of 1173–74, and was unable to plot against Henry for control of Aquitaine – she cannot be seen as a significant threat in this period. <p>Other relevant material must be credited.</p>