



Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (8HI02) Paper 2A

Advanced Subsidiary

Unit 2: Depth study

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

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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 William I had over the Anglo-Saxon population 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 the range of crimes that were punished by the king ('housebreaking, breach of the peace and highway robbery', 'by which the king's public way is narrowed')• It provides evidence that the king used officials to pursue wrongdoers and bring them to justice ('if he leaves without paying, a king's servant shall pursue him')• It provides evidence that the main form of punishment used by the king was a fine ('he shall pay the fine of 100 shillings', 'he shall pay a fine of £8 to the king'), and that execution was also used ('condemned to death')• It suggests that the king had an all-embracing control over his subjects, including control over their personal lives ('In the case of adultery').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 Domesday Book was a detailed record of the conquered kingdom• The Domesday Book was an official document and it was important that it was an accurate record• The Domesday Book was written up by an Anglo-Saxon but maintains an impartial tone.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">• As king of England, William I claimed the right of chief lawmaker, and all his subjects were bound by his laws• One of the duties of the king was to maintain the peace in his kingdom. Fines and punishments were used to enforce the king's peace and were a key source of finance for the king• William I had the reputation of a stern and violent king who punished his subjects cruelly if they disobeyed him. Fear of reprisals was a powerful method of ensuring obedience from his subjects.

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 extent to which William I's control in England was threatened by the revolt of the earls in 1075.</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"> • This section of the Anglo-Saxon Chronicle was written by an English monk taking a relatively impartial view of a revolt of mainly Normans against their king • The chronicler's comments on the treatment of the Anglo-Saxon earl Waltheof are more ambiguous suggesting he may be more partisan here • The purpose of this account appears to be to emphasise the power of the king against rebels. 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 earls intended to overthrow William ('decided that they would drive the king out of the realm') • It suggests that there was widespread involvement in the earls' rebellion ('and bishops and abbots', 'invited some men of Brittany to join them, and asked for a fleet of Vikings to assist them') • It provides evidence that the earls did not have the support of their own men and thus their threat was limited ('Roger ... was prevented from rebelling. Ralph's castle men also turned against him') • It provides evidence of William's harsh response that deterred the Vikings and crushed the plotters ('they dared not fight with King William', 'Some were blinded and ... driven from the land'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> • A rebellion by his own earls was a serious threat to William. Roger de Breteuil, the son of William fitzOsbern was a marcher earl holding Hereford which was a key earldom for controlling the border with Wales • A Viking invasion was a very serious threat but by the time the Danes arrived, the plot had already been crushed and therefore they did not attempt to fight • William's punishments were so harsh that he was not threatened by another rebellion in England during his reign. Earl Waltheof, the last Anglo-Saxon earl, was executed.

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 extension of control over his nobility in England by 1166.</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 that Henry II was making a detailed enquiry of all the barons in his realm for the purpose of exerting his control ('Your most excellent lordship has ordered all your vassals to send to you answers')• It suggests that Henry II intended to prevent his barons from keeping more knights than they were allowed ('how many knights does each possess from the time of your grandfather King Henry I, and how many knights has he now?')• It suggests that Roger of York is aware that he has been keeping more knights than allowed and is excusing this as not threatening to the king ('they wished to provide positions for their relatives and servants').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">• <i>Cartae Baronum</i> was an official record of the holdings of the barons and the feudal tenancies of the many thousands of small fiefs that were held from the Crown. It was important to Henry II that it was accurate• The purpose of <i>Cartae Baronum</i> was to allow Henry to know exactly what was owed to him by his barons and knights and whether any barons were keeping more knights than they were permitted• The return from York is likely to reflect the records submitted by other barons.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">• Henry's restoration of authority over his nobility had started as soon as he came to the throne in 1154 with the demolition of illegal castles. <i>Cartae Baronum</i> was the final stage in this process• <i>Cartae Baronum</i> extended Henry's financial control over his nobility by providing information about the feudal rights owing to him from his fiefs. These included military service or scutage, the right to aids, and wardship fines• <i>Cartae Baronum</i> recorded whether there were more knights enfeoffed on the barons' estates than were necessary for the quotas. This would alert the king to any potential threats from his barons.

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 Henry II's extension of control in Brittany in 1166.</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">• 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• William of Newburgh lived in England during Henry II's reign, and is commenting on Henry's actions taking place outside the kingdom which may impact on his position to know• Chronicles were recorded from the perspective of the chronicler, which leads some historians to question their impartiality. The tone used here suggests support for Henry, his king.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 Henry used marriage as a method of extending his control ('Having betrothed this girl to his young son Geoffrey, King Henry took all of her rights under his own control')• It suggests that Brittany had sunk into lawlessness with some of its barons assuming powers to which they were not entitled ('For many years they had oppressed their weaker subjects')• It indicates the people of Brittany wanted Henry to rule over them ('weaker people called upon the king of England for help, and they voluntarily submitted to his control')• It provides evidence that Henry was successful in his attempt to obtain control and that this was beneficial to the people ('Having expelled or subdued Brittany's disturbers, he governed it and brought it peace throughout all its borders').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">• Henry II had long wanted control of Brittany. He had lost it to Conan in 1158 after the death of his brother Geoffrey. Conan had denied Henry's claims as his brother's heir• Louis of France had made Henry II seneschal of Brittany but had not supported his claims to overlordship which were also resisted by leading barons from Maine and Brittany• Henry invaded Brittany in July 1166, took Combourg Castle and deposed Conan for not controlling the rebel barons. He betrothed seven year old Geoffrey to Conan's daughter but intended to rule Brittany himself.

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 extent to which the success of Duke William in the Battle of Hastings can be explained by his superior military skills.</p> <p>Arguments and evidence that the success of Duke William in the Battle of Hastings can be explained by his superior military skills should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• William had been trained in the art of war at a young age. Before he came to England, he had proven himself as an experienced leader of men in raids and cavalry skirmishes• William used the tactic of ravaging the lands around Pevensey to lure Harold into battle before he was ready to engage from a position of strength• William was an expert military commander and was able to exert control over his troops in the field e.g. William prevented his troops from falling into disorder when they failed to break through the Anglo-Saxon shield wall• William prevented his troops from fleeing when the rumour circulated that he had fallen: he acted quickly by riding in front of them and revealing his face by lifting his helmet• William used the feigned retreat to break through the Anglo-Saxon shield wall. This enabled him to lure the Anglo-Saxons down the hill where they were cut down by the cavalry. <p>Arguments and evidence that other reasons explain the success of Duke William in the Battle of Hastings should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• William was lucky that the wind changed while Harold was in the north dealing with the Viking invasion• Harold's cause was weaker than William's because he failed to win the propaganda war; he had no papal support because William claimed he was a usurper who had broken the oath he previously made• Harold's army was weakened by the invasion of Hardrada and the two battles fought at Gate Fulford and Stamford Bridge and the rapid march south. Harold left his archers in York which meant he had no bowmen at Hastings• Harold failed to control the fyrd on the battlefield. The fyrd was poorly trained and equipped compared to William's knights. <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 about the extent to which towns and trade in England changed in the years 1066-1106.</p> <p>Arguments and evidence that towns and trade in England did change in the years 1066-1106 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Towns suffered in the immediate aftermath of the conquest; the population of York was halved and towns including Exeter and Durham bore the scars of fighting resulting from the rebellions • Some towns were partly destroyed to make way for castles e.g. Lincoln and Exeter while new towns were established including Newcastle in 1080; by 1100 21 new towns had been created next to castles • Trading ties with Scandinavia declined • The Norman kings encouraged trade by granting the rights to hold medieval fairs. <p>Arguments and evidence that towns and trade in England did not change in the years 1066-1106 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Towns continued to thrive as they had under the Anglo-Saxons; the Normans were aware of their importance in generating wealth • The main exports continued to be tin, surplus grain, hides and herring and England continued to import silks, spices, furs, wine and finished cloth • Trade with the continent especially with Normandy and France continued • Towns were granted the traditional rights that they had held before the conquest and these were recorded in the Domesday Book. <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 whether the division of the Anglo-Norman territories in 1087 was the main reason for the conflicts between William the Conqueror's sons in the years 1087-95.</p> <p>Arguments and evidence that the division of the Anglo-Norman territories in 1087 was the main reason for the conflicts between William the Conqueror's sons in the years 1087-95 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Robert Curthose was granted Normandy and William Rufus, the second son, the kingdom of England. This ignored the rights of succession of the eldest son and encouraged conflict <p>Many of the Anglo-Norman barons were sympathetic to Robert's claims as the eldest son and, concerned about having to serve two masters, were prepared to support Robert in his claim to England e.g. in the 1088 rebellion</p> <ul style="list-style-type: none"> • The division of land left the youngest son Henry without any land. This encouraged him to play off his two elder brothers. Henry supported Robert in 1090. After the peace agreed at Rouen in 1091, they both turned on Henry. <p>Arguments and evidence that there were other more important reasons for the conflicts between William the Conqueror's sons in the years 1087-95 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Bishop Odo was a prime motivator for conflict. In 1088 he encouraged leading nobles to depose William II and reunite England and Normandy under Robert who pledged his support • William II had always been determined to rule the whole of the Anglo-Norman territory. He had been loyal to William I and would have fought for control regardless of the settlement • Robert Curthose was a poor leader in Normandy and his incompetent methods of ruling encouraged William Rufus to intervene. Some of Robert's vassals switched sides in 1090, supporting William's claim • The French king Philip I encouraged conflict to destabilise the rule of Normandy, e.g. in 1094 he stopped William II's successful advance in Normandy to ensure there was no victor in the duchy. <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 whether Henry II followed a similar policy towards Wales and Scotland in the years 1154-74.</p> <p>Arguments and evidence that Henry II did follow a similar policy towards Wales and Scotland in the years 1154-74 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The borders with Wales and Scotland were unstable and both countries represented a threat to Henry's rule which meant Henry II had to formulate a policy and act upon it• Henry's policy with both countries was to secure homage from the Welsh princes and Scottish king that acknowledged that he held the greatest authority in Britain: they were summoned to Woodstock for this in 1163• Henry attempted to force good behaviour on the Welsh princes and Scottish king by holding their family members as hostages; the Welsh princes gave 22 hostages in 1165 and William the Lion gave 21 hostages as the result of the Treaty of Falaise 1174. <p>Arguments and evidence that Henry II did not follow a similar policy towards Wales and Scotland in the years 1154-74 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Henry conducted three expeditions into Wales to secure his authority over the Welsh princes but he fought with and defeated the Scottish king on English soil e.g. when William the Lion invaded in 1173• The Welsh princes were not easy to defeat and Henry preferred to use a political solution to secure his western border. This was not used with Scotland• Henry needed to establish peaceful relations with the Welsh princes in order to secure passage through Wales to Ireland; he therefore made Rhys of Deheubarth the justiciar in Wales in 1172. This strategic policy was not used with Scotland• Henry promised English land, Northumberland, to the Scottish king in 1154 but in 1157 he forced his successor, Malcolm, to return it. English land was not promised to the Welsh for support. <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 whether Henry II's policy towards the English Church was a complete failure in the years 1162-74.</p> <p>Arguments and evidence that Henry II's policy towards the English Church was a complete failure in the years 1162-74 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry's decision to manage the Church by appointing his Chancellor and friend Thomas Becket as Archbishop of Canterbury was a failure because, to Henry's surprise, Becket wholeheartedly embraced his clerical role • Henry's aims to reform the church and force it to obey the 'ancient customs' as laid out in Constitutions of Clarendon led to Becket breaking away from the king and escalated the quarrel between Church and state • Becket's actions during his exile secured Papal support for his position as archbishop, reinforced the authority of the church and challenged Henry's claims to control the English church • Henry's decision to ignore the rights of the archbishop of Canterbury in crowning Young Henry prompted Becket to punish the clergy involved which led to Henry's outburst and Becket's murder in 1170 • Henry was forced to do public penance for the murder of Becket and to revoke the Constitutions of Clarendon. His grievances over church courts and the punishment of the laity by the clergy remained. <p>Arguments and evidence that Henry II's policy towards the English Church was not a complete failure in the years 1162-74 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry II retained the loyalty of most of his clergy during the quarrel • Pope Alexander did not excommunicate Henry II or place England under interdict as a consequence of the murder. He realised that there was an opportunity for reconciling Henry with the church and worked towards this • At Avranches in 1172, it was left up to the king to identify the 'evil customs' that he would abolish and English bishops agreed to obey Henry and the laws of the realm • The pope refused to support Louis VII in the Great Rebellion in 1174. <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 is it to say that Henry II was personally responsible for the Great Rebellion of 1173-4.</p> <p>Arguments and evidence that Henry II was personally accurate for the Great Rebellion of 1173-4 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry was responsible for crowning Young Henry and bestowing upon him titles but not wealth or power • It was Henry's decision to promise three of Young Henry's castles to Count Humbert when he organised John's betrothal to the daughter of Count Humbert of Maurienne and Savoy • Henry was responsible for inciting Eleanor's enmity by his affair with Rosamund Clifford, and his decision to rule Aquitaine without consulting her on policy. <p>Arguments and evidence that other factors were responsible for the Great Rebellion of 1173-4 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Young Henry and his brothers Richard and Geoffrey were eager to exercise real power in their own rights. They seized the opportunity of John's betrothal to foment rebellion against their father • Queen Eleanor was ambitious to rule Aquitaine in her own right and encouraged her sons in rebellion in order to gain revenge on Henry II • Louis VII desired to expand the territory of the French crown at the expense of the Angevin Empire in France. He encouraged his son-in-law, Young Henry, to rebel and gave him refuge at court in Paris • The earls of Chester, Leicester and Norfolk, and the king of Scotland, took advantage of the family quarrel to rebel against the king and seize territory that they had long desired, which expanded the size of the rebellion. <p>Other relevant material must be credited.</p>

