



Pearson
Edexcel

Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE
In History (8HI0/2A)

Paper 2: Depth study

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

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

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General Marking Guidance

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

Generic Level Descriptors

Section A: Questions 1a/2a

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<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
	<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 laws developed during the reigns of the Norman kings.</p> <ol style="list-style-type: none">1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none">• It suggests that the murder of a Frenchman was to be treated differently from the killing of an Englishman ('The death of an Englishman is not regarded...as murder, but...a Frenchman')• It suggests that the definition of a Frenchman was complicated by the reign of Henry I ('If the hundred wishes to prove that he is not a Frenchman')• It provides evidence that the punishment for murder by an unknown person was a fine on the whole community ('a fine of 46 marks of silver shall be paid by the hundred.')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 source is a legal document with the force of law behind it• The origin of the law comes from the period of Danish rule in England. Its continued use suggests that the Normans adapted old laws• The purpose of the source is to outline the severe consequences of killing a Norman.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">• The Normans did not introduce any new codes of law. The adaptation of English laws allowed the Norman kings to claim they were the rightful rulers of England, not conquerors imposing new laws• The murdrum law was adapted to deal with attacks on occupiers in the early stages of the conquest and built on the Anglo-Saxon community responsibility for wrongdoing• The intermarriage between Normans and Anglo-Saxons meant that the definition of a Norman was more complex by the reign of Henry I.

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 Duke William of Normandy's military skills.</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"> • William of Poitiers was in close contact with Duke William and his court and so was well placed to comment on Duke William's skills • William of Poitiers was not present to see Duke William's skills first-hand and therefore relied on the accounts of others to compile this source • The purpose and tone of the source was clearly to praise Duke William and is therefore very subjective. 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 of Duke William's skills as a commander ('noble general, inspiring courage, sharing danger, more often commanding men from the front than...from the rear.') • It provides evidence of Duke William's skills as a warrior ('the strength of his arm and the greatness of his spirit. Shields and helmets were cut by his furious and flashing blade') • It suggests that Duke William achieved victory because he was a ruthless fighter ('merciless behaviour of the Duke, who spared none who came against him and whose skill could not rest until victory was won'). 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"> • Duke William was credited with developing the feigned retreat during the Battle of Hastings to break the Anglo-Saxon shield wall and win the battle • Duke William was an experienced commander whose skills in battle had been developed in his previous wars against the king of France and in his conquest of Maine • Duke William placed himself at the centre of the forces in the Battle of Hastings so he could direct operations on all sides of the battle effectively.

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 the significance of the coronation of Young Henry in the quarrel between Thomas Becket and Henry II.</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 Becket considered Young Henry's coronation to be his greatest grievance against Henry II ('among all the individual evils ... there is one that disturbs me most')• It implies that Henry II had no right to have Young Henry crowned by the Archbishop of York ('its own and special privilege')• It suggests that Becket would not compromise over this issue ('I cannot leave this evil untouched or uncorrected').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">• Fitzstephen was Becket's clerk and had a complete knowledge of Becket's correspondence• The purpose of the source is to record Becket's views and objections to the coronation of Young Henry• The account was written shortly after Becket's death.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">• Young Henry was crowned by the Archbishop of York because Becket was in exile in the summer of 1170• Becket excommunicated the Archbishop of York for his part in the coronation• The complaints to Henry about the excommunication played a key role in his loss of temper in December 1170 that culminated in Becket's murder.

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

Question	Indicative content
2b	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the relationship between Henry II and King Louis VII of France.</p> <ol style="list-style-type: none">1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:<ul style="list-style-type: none">• Roger of Howden is writing about events that happened before he held a position in the court and will have relied on court sources for the information• Roger of Howden served Henry II as a negotiator and will have developed an informed view about Henry's relationship with the French king• As a subject of Henry II, Roger of Howden has adopted a tone that favours the king of England.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 two kings were in dispute over claims to castles in Normandy ('at that time were in the hands of King Louis. King Henry claimed them as rightfully belonging to his dukedom')• It indicates that marriage alliances were a key way of settling disputes and forging relationships ('give his two daughters, Margaret and Alice, in marriage to the two sons of King Henry.')• It implies that Henry II took advantage of the settlement to achieve his desires ('King Louis handed over both of his daughters to King Henry...The Templars immediately handed over the castles to King Henry.')• It provides evidence that the marriage alliance did not settle the dispute between Louis and Henry ('King Louis was extremely angry, and banished these Templars ... King Henry welcomed ... and rewarded them').3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include:<ul style="list-style-type: none">• The relationship between Henry II and Louis VII was complicated because Henry was Louis' vassal in France but as king of England he wielded great power in his own right• Henry II sought the permission of the Pope to marry Young Henry and Margaret while they were still children in order that he could take possession of the castles• Margaret's dowry, the Vexin, became a constant source of dispute between Henry, who took possession of it on the marriage of the children, and Louis, who expected to hold it till the children were adults.

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 Godwin family challenged the authority of the king in the years c1053-66.</p> <p>Arguments and evidence that the Godwin family challenged the authority of the king, in the years c1053-66 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• When the Godwins returned from exile in 1052, the strength of their support meant that Edward was obliged to restore them to their earldoms and the queen to court• The restoration of the Godwins meant that Edward had to remove his Norman supporters from court; Robert of Jumièges was replaced as Archbishop of Canterbury by the Godwins' candidate, Stigand• The influence of the Godwins at court led to their acquisition of five earldoms; their wealth and power outstripped that of the king; the Godwins' annual income was £7000 compared to Edward's £5000• In 1065 Harold refused Edward's order to crush the rebellion against Tostig and Edward was obliged to agree to Tostig's exile and appoint Morcar as earl of Northumbria. <p>Arguments and evidence that the Godwin family did not challenge the authority of the king, in the years c1053-66 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Harold and Tostig were favourites of the king and were responsible for enforcing the king's law throughout the kingdom• Harold and Tostig subdued Aelfgar's rebellion in 1055 and defeated the Welsh Prince Gruffydd ap Llywelyn in 1063, thus ending a challenge to Edward on his western border• Harold was trusted by Edward and sent to Normandy as an ambassador for the king in 1064/5• Harold put the peace and prosperity of the kingdom above family in 1065 when he agreed to Tostig's exile and replacement as earl by Morcar from the rival house of Mercia. <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 significance of the rising of Eadric the Wild in challenging Norman authority on the Welsh border in the years 1067-70.</p> <p>Arguments and evidence that the rising of Eadric the Wild was a significant challenge to Norman authority on the Welsh border in the years 1067-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In 1067 Eadric joined forces with Bleddyn ap Cynfyn, prince of Gwynedd and Powys, and launched an attack on the Norman garrison in Herefordshire; the Normans suffered heavy losses of men • Eadric's attack in the west in 1069 was a significant threat to Norman authority because it coincided with the larger rebellion in the north and William was unable to divert Norman forces to subdue the rebellion • In 1069 Eadric and Bleddyn drew support from the men of Chester and ravaged Shropshire, Chester and Staffordshire and burned down the town of Shrewsbury • Eadric's attacks exposed the vulnerability of the Normans on the western border. <p>Arguments and evidence that the rising of Eadric the Wild was not a significant challenge to Norman authority on the Welsh border in the years 1067-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Eadric's attack on Herefordshire in 1067 was a failure and he was forced back into Wales • In 1069 Eadric's men failed to seize Shrewsbury castle and were forced to retreat • Eadric was decisively defeated by William in a battle at Stafford in late 1069. He submitted to William and fought on his side in the invasion of Scotland in 1072 • Eadric received three manors from William with a total rental income of only £2.16s.0d a year whereas before the conquest he had been the richest thegn in Shropshire, which indicates that Eadric had been soundly defeated. <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 about whether the main reason for Henry I's victory at Tinchebrai in 1106 was the superior numbers of his military force.</p> <p>Arguments and evidence that the main reason for Henry I's victory at Tinchebrai in 1106 was the superior numbers of his military force should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry's army was reputed to be 40,000 strong • Henry had the support of the Breton cavalry that launched devastating attacks on Duke Robert's infantry and inflicted heavy losses on it • Duke Robert had a much smaller force than his brother; Robert's previous mismanagement of Normandy left him short of allies as many men who held fiefs from him joined Henry's side, giving Henry a vast army • Robert was short of money and, unlike Henry, could not afford to pay for a large mercenary army. <p>Arguments and evidence that other reasons were responsible for Henry I's victory at Tinchebrai in 1106 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry's military skills were responsible for the victory; he placed a reserve cavalry out of Duke Robert's sight; during the mêlée, it launched an attack on Duke Robert's flank, destroyed his army and captured Duke Robert • Henry's effective control over his knights was a reason for victory; he ordered them to fight on foot in order that they would remain on the battlefield. Only two of Henry's knights were killed and one wounded • The Count of Mortain failed in his attack on Henry's front line causing confusion and resulting in the destruction of the ducal army • Duke Robert had unreliable allies; Robert of Bellême fled the field when he saw Duke Robert's forces failing, which resulted in the rout of the ducal army. <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 succeeded in achieving complete control over Ireland in the years 1154-72.</p> <p>Arguments and evidence that Henry II succeeded in achieving complete control over Ireland in the years 1154-72 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• In 1155, Henry II was authorised by Pope Adrian IV to invade Ireland and establish control. In 1169 he ordered 'Strongbow' to lead an invasion and restore MacMurrough, who had appealed for help, to the kingship of Leinster• In 1171, as a prelude to invasion, Henry II placed an embargo on shipping between England and Ireland, and confiscated Strongbow's English lands to force him to submit to Henry's authority in Ireland• In 1171 Henry invaded Ireland with a force of 500 knights, and forced the Norman barons to submit to him and took homage from the Irish kings as their overlord• Henry was successful in curbing Strongbow's power and established Henry de Lacy as Lord of Meath and first governor of Ireland• The Irish Church accepted Henry and in September 1172 Pope Alexander II confirmed Henry as the overlord of Ireland. Further conquests in Ireland were carried out in Henry's name by his vassals. <p>Arguments and evidence that Henry II did not succeed in achieving complete control over Ireland in the years 1154-72, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Henry showed no interest in extending his control in the years 1155-66 and hence power lay in the hands of the kings of Ireland; the strongest of these, the king of Connacht, drove out the king of Leinster in 1166• Strongbow married the daughter of the king of Leinster and seized power there in 1171 after the death of its king; Henry's embargo had no success in bringing him back under control• Henry's conquest was incomplete in 1172. He cancelled a planned campaign to return to France to receive absolution for his role in the death of Becket. <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 the extent to which financial reforms responsible for the growing power of the king in the years 1154-89.</p> <p>Arguments and evidence that financial reforms were responsible for the growing power of the king in the years 1154-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In 1154 Henry took steps to restore the value of the currency by re-minting the coinage at 30 approved royal mints; royal authority was reasserted over a system widely regarded as a symbol of royal power • Henry revived tax revenues by restoring the danegeld and introducing new taxes <i>dona</i> and <i>auxilia</i>, which he collected from a wide section of communities • Henry appointed effective officials to oversee the management of royal revenues; Richard de Lucy managed the exchequer while Thomas Becket was responsible for imposing a flat rate scutage of 20 shillings on the barons • Revived finances played a key role in providing funds for castle building and raising armies for Henry's wars of conquest. <p>Arguments and evidence that other factors were responsible for the growing power of the king in the years 1154-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The destruction of illegal castles in 1154-55 and the removal of the barons' 'mini-kingdoms' was a prerequisite in the extension of royal authority after the Anarchy • The evidence from <i>Cartae Baronum</i> in 1166 was a key factor in extending the power of the king over his barons by ensuring that they were not keeping private armies • The Inquest of the Sheriffs launched in 1170 ensured that the power of the king was extended to the localities by removing sheriffs that had evaded royal authority and replacing them with loyal officials • The reform of the legal system with the Assizes of Clarendon and Northampton, the establishment of the Court of the King's Bench and the general eyres meant that the king's justice was extended across the realm. <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 the main reason for the defeat of the Great Rebellion of 1173-74 was the weakness of those rebelling against the king.</p> <p>Arguments and evidence that the main reason for the defeat of the Great Rebellion of 1173-74 was the weakness of those rebelling against the king should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Young Henry was an inexperienced commander and Louis VII was an inept commander, which meant that the rebel forces lacked coordination, cohesion and their resources were not managed effectively • Eleanor was unable to persuade all the lords of Aquitaine to support the rebellion; the lords of La Marche, Limousin and Gascony refused to get involved • Eleanor was captured in November 1173 and unable to play any further part in the rebellion • The rebels were divided in their aims; in 1174 Louis, who had failed to weaken Henry II in the north, sued for peace, which undermined Richard's attempts to take control in Aquitaine. <p>Arguments and evidence that there were other more important reasons for the defeat of the Great Rebellion of 1173-74 than the weakness of those rebelling against the king should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry had a large income that he was able to use to hire mercenaries, which allowed him to coordinate fighting in different regions; mercenaries played a key role in defeating the Bretons in 1173 and Louis in Rouen in 1174 • The strength of Henry's defences in Normandy prevented the rebels from taking Rouen in 1174 and meant they were obliged to sue for peace • Henry had important allies including the Welsh, the judiciary, the Church, the population of London and merchant classes across the empire; he could count on their support • Henry was an effective commander who was able to move swiftly between England and the empire and defeat the rebels by catching them by surprise. <p>Other relevant material must be credited.</p>

