Pearson Edexcel

Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE
In 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

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General Marking Guidance

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

Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	0	No rewardable material.
1	**1–3**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the reasons why William Rufus was able to defeat the rebellion of 1088. **Source 1** 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: • As an Anglo-Norman, Henry of Huntingdon was in a good position to offer a balanced view of a dispute between the English king and the Duke of Normandy • Henry of Huntingdon would have been able to draw upon his good political connections, forged in the household of one of England's most important bishops, to complete his *History* • Henry of Huntingdon was only a small child at the time of the rebellion and would not be able to draw on any meaningful personal experience to offer an insight on the rebellion. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons why William Rufus was able to defeat the rebellion of 1088: • It claims that William Rufus' supporters were aided by divine intervention to defeat the rebels (saintly Bishop Wulfstan called on the most-high God, he miraculously forced the rebels to flee.') • It indicates that Rufus' military skills played a key role in defeating the rebels ('the royal army stormed the castle', 'besieged Bishop Odo and Count Robert there for six weeks') • It provides evidence that Robert Curthose's invasion failed ('overwhelmed and sank ships carrying the Norman army.') • It suggests that Rufus' siege tactics were successful in starving out the rebels ('whose food had run out, surrendered the castle to the King.'). 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: • William Rufus was quick to identify Bishop Odo as the most dangerous opponent and direct his military force to the rebels in Kent, leaving other reliable barons to deal with the rebels in the midlands and the north • William Rufus retained the support of four of the ten most powerful barons and the majority of the lesser barons in England, as well as the support of the Church, except for the Bishop of Durham • Rebellions elsewhere in England collapsed after Rufus took control of the south • Odo of Bayeux was exiled to Normandy. The English soldiers jeered and called for him to be hanged as he departed Rochester.

Question	Indicative content
	Source 2 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: • Florence had good access to papers and documents that had been kept in the monastery at Worcester from which to compile his *Chronicle of Chronicles* • Florence's work preserved a now lost version of the *Anglo-Saxon Chronicle* • The *Chronicle of Chronicles* was commissioned by the bishop of Worcester with the purpose of recording the major events in history for future generations • Florence's *Chronicle* was written with hindsight of these events and was therefore likely to emphasise the effectiveness of William Rufus against the defeated rebels. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences the reasons why William Rufus was able to defeat the rebellion of 1088: • It provides evidence that William Rufus was able to put an army of Normans and English into the field ('assembled troops…., to form an army', 'contained as many Normans … consisted chiefly of English') • It implies that Rufus won over the population to his side in the rebellion ('After promising rewards to his supporters') • It implies that Bishop Odo and Robert of Mortain were relying on the Duke of Normandy to defeat William Rufus ('Duke of Normandy would arrive soon with a large army… make himself master of the kingdom.') • It suggests that William Rufus was skilled in the art of siege warfare ('he prepared his war engines… place was strongly fortified, but he made constant efforts to destroy it.'). 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: • William Rufus secured the support of the English laity by promising to give relief from geld and the forest law and to restore the laws of Edward the Confessor • Robert Curthose did not come in person to press his claims for the throne, his advance force was destroyed and so the expected support for the rebels never arrived • William Rufus was a seasoned military commander, having fought campaigns with his father in Normandy and England. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources emphasise the importance of William Rufus' measures to win over the support of the English people • Both sources emphasise the significance of Duke Robert's failure to come to England and aid the rebels in their effort to put him on the throne • While the author of Source 1 was able to draw on his political connections to complete his account, Source 2 relied on the compilation of accounts gathered over time in his monastery.

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

Question	Indicative content
2	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the role of Thomas Becket in the dispute between church and state in the years 1162-70. **Source 3** 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: • As a monk of Canterbury, Gervase was known to Becket and would have been in an excellent position to get the archbishop's views on the quarrel • Gervase's role in burying Becket after his murder may have had an impact on his account, which is clearly pro-Becket in its tone and content • Gervase began to write his account in 1188; he was able to draw upon the benefit of hindsight in assessing Becket's role in the quarrel. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the role of Thomas Becket in the dispute between church and state in the years 1162-70: • It claims that Becket did not want to be archbishop as he foresaw it would create problems ('he must abandon either the favour of God or the approval of the King. … opposed the wishes of his sovereign') • It implies that Thomas' aim to restore the rights of the church was a primary cause of the dispute ('His great aim was to restore those rights to the church that it had been deprived of by kings.') • It implies that Henry's behaviour was entirely responsible for the quarrel ('King tyrannised over everything and everyone', 'desired to preserve for himself the ancient customs', 'rose up in anger') • It suggests that the bishops were weak and undermined Becket ('bishops remained silent'). 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: • Henry II had expected Becket to assist him in asserting his control over the church; he was surprised when Becket adopted the role of a churchman with such fervour • When Becket's body was being prepared for burial, it was found that he wore a hairshirt and that his body showed signs of scourging • Becket clashed with Henry over the issue of criminous clerks at Westminster. He was naïve in accepting a chirograph from Henry that legally bound the church to the Constitutions of Clarendon • Becket escaped to France after Henry II summoned him to Northampton to answer charges of embezzlement.

Question	Indicative content
	Source 4 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: • Bishop Foliot was a committed royalist and supporter of Henry II in the dispute with Becket. The content and tone of his letter, which was intended for a wide audience, make his sympathies for Henry II very clear • Bishop Foliot had ambitions to be archbishop of Canterbury. His animosity towards Becket, who was appointed to the coveted position, may have affected his attitude towards the quarrel • Bishop Foliot was close to Henry II and would have been in an excellent position to represent the views of the King in the quarrel • Foliot's letter gives an immediate reaction to the events while the dispute was ongoing. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the role of Thomas Becket in the dispute between church and state in the years 1162-70: • It implies that Becket was responsible for the quarrel ('He did not introduce these customs', 'you … threatened the King') • It implies that Becket's handling of the dispute was incompetent ('should have handled such matters with mature deliberation, not with the enthusiasm of a novice. You should have sought advice') • It claims that the dispute could have been settled if Becket had acted with greater circumspection ('some matters that could have been settled easily') • It claims that Becket's handling of the dispute was to blame for its escalation ('terrible letters, which you dispatched to the King', 'Everything that the Papacy had achieved … ruined by your threats.'). 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: • Becket advised the bishops to accept the Constitutions of Clarendon, only to refuse to seal them himself later. Most bishops relied on Henry II for their position and remained loyal to him during the quarrel • Becket spent some of his time in exile in the court of Louis VII, Henry's principal enemy on the continent. This was bound to escalate the quarrel • Becket won the support of Pope Alexander to his cause while he was in exile. This reinforced his position and meant the quarrel continued • Becket spent his time in exile writing letters defending his position and admonishing the King for his behaviour. Reconciliation proved impossible until late in 1170, and this proved to be very precarious. **Sources 3 and 4** The following points could be made about the sources in combination: • The sources offer contrasting views of Becket's role with Source 3 favouring Becket's position, while Source 4 is critical and suggests that Becket was responsible for the quarrel, its escalation and continuation • Both sources identify the issue of the ancient customs of the realm as the key element in the dispute • The suggestions in Source 3 that Becket was not supported by the bishops are verified by Foliot's complaints about Becket's behaviour in Source 4.

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement about the suggestion that Harold's effective military leadership was the main reason why the Anglo-Saxons achieved victory at Stamford Bridge in September 1066. Arguments and evidence that Harold's effective military leadership was the main reason why the Anglo-Saxons achieved victory at Stamford Bridge in September 1066 should be analysed and evaluated. Relevant points may include: • Harold was a seasoned warrior, having previously led the campaign that defeated the Welsh Prince, Gruffydd ap Llywelyn, as well as fighting with Duke William of Normandy on campaign in Maine • Harold was successful in recruiting mounted levées from the shires on his route north to meet the Vikings. It is claimed that he had recruited the whole strength of southern and central England, about 10,000 men • Harold's tactic of surprising the Vikings, having marched his army 200 miles north in 4-8 days, played a key role preventing the Vikings from consolidating their position and defeating them at Stamford Bridge • Harold was able to direct the battle from his secure knowledge of the landscape; he held an estate at Catton and was very familiar with the area • Harold was effective in directing troops to dispose of the Vikings caught on the west bank, wrest control of the Derwent Bridge from the Vikings and engage the bulk of the Vikings, killing Hardrada in the ensuing battle • Harold gave quarter to the defeated Vikings, allowing them to leave and recruiting some to join the Anglo-Saxon army that faced Duke William. Arguments and evidence that there were other, more important reasons why the Anglo-Saxons achieved victory at Stamford Bridge in September 1066 should be analysed and evaluated. Relevant points may include: • The Vikings had suffered heavy losses at Fulford Gate, as high as 4,000 men. Hardrada's decision to leave a large part of the army at Riccall, 15 miles away, meant he was fighting with a diminished force of 5,000 men • Hardrada's need to take hostages indicated his weakness in the north. Despite Tostig's claims that the Northumbrians would welcome a Viking invasion, the northern population remained loyal to Harold • Hardrada allowed his men to discard their armour because of the clement weather. The lack of armour weakened the Viking army in the battle and played a key role in its defeat • The reinforcements that Hardrada summoned from Riccall, when the Anglo-Saxon army arrived, were too late to play an effective role in the battle • The death of Hardrada broke the morale of the Viking troops, who fled back to their ships. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about the suggestion that the East Anglian Rebellion of 1070-71 was a significant threat to William I's authority in England, but the revolt of the earls in 1075 did little to threaten his authority. Arguments and evidence that the East Anglian Rebellion of 1070-71 was a significant threat to William I's authority in England, but the revolt of the earls in 1075 did little to threaten his authority should be analysed and evaluated. Relevant points may include: • The leaders in the East Anglian Rebellion were a threat to William I. Edwin and Morcar were former earls with significant regional support (e.g. Aethelwine, bishop of Durham), and support from Malcolm of Scotland • The leaders of the East Anglian Rebellion had foreign support. With Viking help, Hereward's men launched an attack on Peterborough Abbey. The possibility of a Viking victory was a significant threat to William I • The rebel base at Ely, with its access to the sea, enabled disgruntled English exiles to join the rebels by boat. The landscape was difficult to navigate and William I had to launch a prolonged siege to retake it • The punishments meted out after the East Anglian Rebellion, including blinding and mutilation, were harsh. This suggests that William I regarded it as a significant threat • In 1075, the earls had expected support from the Danish fleet, but it arrived too late to assist in the rebellion and thus did not threaten William's authority • The leaders in the 1075 revolt were weak. Waltheof confessed the plan to Lanfranc, Earl Roger was held in Herefordshire and was unable to join the revolt and Earl Ralph was forced to retreat by Odo of Bayeux. Arguments and evidence that the East Anglian Rebellion of 1070-71 did little to threaten William I's authority in England, but the revolt of the earls in 1075 was a significant threat to his authority should be analysed and evaluated. Relevant points may include: • Despite their credentials, the leaders in the East Anglian Rebellion proved to be weak. Morcar was captured, Edwin was killed by his own men and Hereward, a thegn whose resources were limited, fled • The Danes were easily bought off by William in the East Anglian Rebellion. They returned to Scandinavia, leaving the English rebels to face William's forces alone • William's military skills were more than a match for the rebels in East Anglia. He launched a combined assault from land and water, blockaded the island and besieged Ely into surrender • The aim of the earls in the 1075 revolt was very threatening to William I. They intended to overthrow him, divide up the kingdom and select one of themselves to be king • The severity of the punishments in 1075 suggests that William was threatened. The Breton rebels were blinded, Roger was imprisoned, Ralph was exiled and Waltheof was executed. Other relevant material must be credited.

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

Question	Indicative content
5	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. Candidates are expected to reach a judgement about whether the purposes of *Cartae Baronum* (1166) and the Inquest of the Sheriffs (1170) were remarkably similar. Arguments and evidence that the purposes of *Cartae Baronum* (1166) and the Inquest of the Sheriffs (1170) were remarkably similar should be analysed and evaluated. Relevant points may include: • Both *Cartae Baronum* and the Inquest of the Sheriffs had an investigative purpose. They were national surveys, conducted across the whole of England, to investigate those who sought to deny the king his feudal rights • The purposes of *Cartae Baronum* and the Inquest of the Sheriffs were similar in that they were intended to increase royal power. Henry used *Cartae Baronum* to demand personal oaths of allegiance from knights, while the Inquest led to the appointment of royal officials in the shires • The purpose of both *Cartae Baronum* and the Inquest of the Sheriffs was to increase royal revenues. *Cartae Baronum* gave Henry an exact record of how much scutage he could demand, while the Inquest ended the practice of sheriffs directing the taxes collected into their own coffers • Both *Cartae Baronum* and the Inquest of the Sheriffs were intended to facilitate effective local government. Arguments and evidence that the purposes of *Cartae Baronum* (1166) and the Inquest of the Sheriffs (1170) were different should be analysed and evaluated. Relevant points may include: • *Cartae Baronum* was only directed to investigate the behaviour of Henry's tenants-in-chiefs. The Inquest of the Sheriffs had a much wider remit, investigating the behaviour not only of sheriffs but also barons, bishops, knights, bailiffs, foresters and burgesses • One of the purposes of *Cartae Baronum* was to gain a complete record of feudal dues owed by tenants-in-chief so that Henry II could call upon the customary feudal aid for the marriage of his daughter, which he did in 1168. The Inquest was responding to complaints about embezzlement • A key purpose of the *Cartae Baronum* survey was to gain a complete record of the number of knights that each tenant-in-chief held to ensure that the king could call upon the full feudal army. The Inquest did not have this military purpose • A key purpose of *Cartae Baronum* was Henry's suspicion that barons were retaining more knights than they should be and building private armies that could threaten his kingship. The nefarious activities of sheriffs did not represent the same military threat to Henry. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement about whether itinerant kingship played the most significant role in maintaining royal power in England and the Angevin Empire in the years 1154-89. Arguments and evidence that itinerant kingship played the most significant role in maintaining royal power in England and the Angevin Empire in the years 1154-89 should be analysed and evaluated. Relevant points may include: • Henry II built a highly organised, well-administered and very visible government that did not rely on the king's presence in one place to function. The standardised writ facilitated royal justice in his absence • Royal authority was maintained effectively using itinerant kingship through the appointment of justiciars and seneschals who ruled in Henry's absence, overseeing all royal matters • Henry II used itinerant kingship to develop a direct relationship with his subjects. The *curia regis* travelled with him. In each place he stopped, the *curia regis* absorbed local courts for the duration of the visit • Henry II was in constant contact with his other lands when he was absent, e.g. when in France, he had 25 ships on constant standby to carry men and royal orders across the channel. Thus, royal authority was maintained • Itinerant kingship played a vital role in crushing the Great Rebellion, e.g. the speed with which Henry moved back and forth across the Channel, as well as the role of Richard de Lucy in crushing the rebels in England. Arguments and evidence that there were other, more significant factors in maintaining royal power in England and the Angevin Empire in the years 1154-89 should be analysed and evaluated. Relevant points may include: • Henry's financial reforms played a vital role in maintaining royal power. The revival of the Danegeld, the introduction of the tallage and the imposition of feudal dues provided funds for his government and wars • The restoration of royal lands after the anarchy provided Henry with the personal revenues that were needed to establish and maintain his kingship • Henry's legal reforms enforced his authority over his subjects. The Assizes of Clarendon (1166) and Northampton (1176) developed a systematic approach to law across the realm and increased his power in the localities • The establishment of the Court of the King's Bench, the use of itinerant justices and general eyres meant that a system of justice was developed by royally-appointed officials • The surveys, *Cartae Baronum* and the Inquest of the Sheriffs, played vital roles in maintaining royal authority by curbing the powers of the barons and local officials at the expense of the king. Other relevant material must be credited.

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