Pearson Edexcel

Mark Scheme

Summer 2023

Pearson Edexcel in
GCE History (8HI0/2A)
Advanced Subsidiary

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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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	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 the source to consider its value for an enquiry into the impact of the Normans on Anglo-Saxon life after the Conquest. 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: • It claims that Anglo-Saxons lived together peacefully with the Norman conquerors ('English and Normans were living peacefully together in boroughs, towns and cities, and were intermarrying with each other') • It implies that Anglo-Saxons accepted and embraced the changes brought by the Normans ('many villages or town markets filled with … French merchandise', 'the English…completely transformed by foreign fashions') • It suggests that the Normans brought law and order to England ('some security returned to its inhabitants', 'No one dared to pillage, and everyone cultivated his own fields in safety and lived contentedly') • It claims that William the Conqueror ruled the people fairly as their King ('King's passion for justice dominated', 'gave fair judgements'). 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: • Orderic Vitalis was Anglo-Norman and had personal experience of Anglo-Saxons and Normans co-existing peacefully • Orderic Vitalis grew up in England in the second decade after the conquest and was able to witness developments in Anglo-Saxon life • The tone of the *Ecclesiastical History* is relatively impartial. 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: • Law and order were restored to the Anglo-Saxon realm through the role of the sheriff in the shires and hundreds and by the introduction of manorial courts which facilitated the settling of local disputes • Many marriages took place between Norman lords and Anglo-Saxon women of status. Such marriages could help to secure the possession of lands and to bridge the divide between Normans and Anglo-Saxons • The Anglo-Saxons continued to engage predominately in farming, but the development of feudalism meant that Normans held the land and Anglo-Saxon peasants became villeins • Trade with Scandinavia declined and that with Normandy and the continent increased. Silks, wines and finished cloth were imported and increasingly purchased by those Anglo-Saxons who could afford them.

Question	Indicative content
1b	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 source in relation to an enquiry into the seriousness of challenges to William I's authority in the years 1067-68. 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: • The *Chronicle* was written by Anglo-Saxon monks in the wake of the Norman Conquest and reflects the tone of a conquered people • The chroniclers relied on the selection of information brought to them by visitors and correspondents • This version of the *Chronicle* was written in the West Midlands where the monks would be well-placed to receive news about rebellions on the Welsh border and the West Country. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates that William I faced rebellions against many enemies in many regions ('Eadric … and the Welsh', 'Devonshire and … Exeter', 'people in the north meant to rebel', 'one of Harold… sons came…to Bristol') • It suggests that William's authority was seriously threatened ('inflicted many injuries upon them', 'large part of the King's army perished', 'army ravaged all over that district') • It implies, by choosing to crown his wife in England that year, that William was not seriously worried by the challenges ('Mathilda came to this country and was crowned as queen') • It provides evidence that William was able to surmount the challenges to his authority ('imposed a heavy tax', 'ravaged all the land that he overran', 'built a castle there…everywhere in that region.'). 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: • Eadric and his men fought a low-level war against the Normans throughout 1067 although, even with Welsh support, they were unable to take Hereford Castle and were forced to retreat • Harold's mother, Gytha, was resident in Exeter and became a figurehead for the South West rebellion against Norman taxes. William, using a levy that included Anglo-Saxon soldiers, forced the city to submit • Edgar the Atheling and Edwin and Morcar defected from William's court and fled north where resistance to Norman rule was beginning to muster • William staged lightning raids into Warwickshire, Nottinghamshire and Yorkshire in an attempt to ward off trouble in 1068. He forced Edwin and Morcar into surrender and built a castle at York.

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

Question	Indicative content
2a	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 the source to consider its value for an enquiry into Henry II's treatment of his son Henry, the Young King. 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: • It suggests that Henry the Young King had no authority and was completely controlled by his father ('asked his father what he was able to do', 'still had no means … unless he obtained funds from his father') • It implies that Young Henry was angry about his treatment at the hands of his father ('had never heard of a king being a paid servant, and that he would not be such a servant') • It provides evidence that Henry II had granted Young Henry lands and titles but not money to exercise power as a king ('give … twenty pounds daily from the money of the Young King's land for… expenses'). 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: • The *Chronicle of the Princes* was a contemporary record with the potential to reveal the nature of Henry II's relationship with his son, Young Henry • The monastery where it was recorded had links to Henry II, being founded by one of his leading Welsh vassals • The content, focusing on the dispute between Henry II and Young Henry, maintains a relatively impartial tone, reporting the conversation but not offering comment or opinion on the dispute. 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: • Henry II had Young Henry crowned king in 1170 to secure the Treaty of Montmirail with Louis VII. Young Henry inherited the titles to England, Normandy and Anjou but not the power to rule them • Henry II expected loyalty and obedience from Young Henry as his overlord, even though he had conferred the same status as his own on Young Henry • Young Henry was encouraged by his father-in-law, Louis VII of France, to demand his inheritance. When Henry II refused, Young Henry fled to the French court.

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

Question	Indicative content
2b	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 source in relation to an enquiry into the significance of the death of Thomas Becket in December 1170. 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: • Gerald of Wales, as the King's chaplain and clerk, was in close contact with the King and his court in the years when he wrote this account. He was in a good position to learn details of Becket's death at the court • As a clergyman, Gerald demonstrated a sympathy for Thomas Becket in his account of Becket's death, whilst as a servant of King Henry, his account left the role of the King in Becket's death rather ambiguous • Gerald may have resented his own treatment by the King in the years after Becket's death, but his position at court suggests any resentment was likely to have been overcome by the time of writing • Gerald of Wales wrote this account more than a decade after Becket's death when he will have had time to reflect upon the event. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that Becket was made a martyr by his death ('martyrdom finally demonstrated the extent of his sufferings and the glory he deserved', 'plainly appeared that he was a new martyr') • It claims that the leading barons and clergyman were shocked by Becket's death ('To the dismay of the great men of the realm') • It provides evidence that Becket's murderers ignored the privileges of the clergy in their attack on him ('four wounds on the crown of his head … used to be regarded as a token of the protection due to the clergy') • It implies that the knights who carried out the murder were sent on their mission by the King ('wounds were inflicted with great violence by four brutal retainers from the court.'). 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: • Henry II is reported to have lost his temper on hearing that Becket had excommunicated leading clergymen. His anger was translated into action by four of his knights who brutally murdered Becket • Soon after Becket's death, news of miracles began to spread. It was said that a woman called Britheva was cured of blindness by rags dipped in Becket's blood and pressed on her eyes • Henry II was reputedly shocked by the news of Becket's death and shut himself away for three days • There was outrage in Christendom at the news of Becket's death. Henry II was blamed for the death by Louis VII of France. Pope Alexander excommunicated the four knights but not Henry II.

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 whether the oath made during Harold Godwinson's embassy to Normandy was the main reason why Duke William invaded England in 1066. Arguments and evidence that the oath made during Harold Godwinson's embassy to Normandy was the main reason why Duke William invaded England in 1066 should be analysed and evaluated. Relevant points may include: • Some accounts of the embassy record that Harold was sent to Normandy by Edward the Confessor to confirm Edward's decision that Duke William was to be his successor as King of England and made this confirmation by the oath • Harold swore on holy relics that he would assist Duke William in succeeding to the throne of England • Duke William had Harold proclaimed as a usurper when he took the throne in 1066. William gained papal support for his invasion against Harold on the basis that Harold had broken his oath. Arguments and evidence that there were other, more important, reasons why Duke William invaded England in 1066 should be analysed and evaluated. Relevant points may include: • Duke William was ambitious to extend his power and territory. He had already taken Maine. Relative peace in the north of France provided a window of opportunity to invade England • Duke William was the cousin of Edward the Confessor. He claimed that Edward had promised him the throne in 1051 and his invasion was based upon this promise • Anglo-Saxon England was very wealthy with valuable natural resources and a strong currency. The death of Edward the Confessor, without an heir, in 1066 made it a magnet for invasion • William coerced Harold into making an oath and deceived him about the holy relics. He already intended to take England before Harold made his embassy to Normandy • William presented the English Church as corrupt and gained papal support for an invasion that would lead to its reform. He was able to recruit knights on the basis of the papal support that turned the invasion into a holy war. 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 whether the actions of Archbishop Anselm were the main cause of the conflict between church and state during the reign of William II. Arguments and evidence that the actions of Archbishop Anselm were the main cause of the conflict between church and state during the reign of William II should be analysed and evaluated. Relevant points may include: • Anselm's character was not suited to dealing with William II. Anselm was obstinate and refused to compromise on points of principle • Anselm provoked the quarrel by trying to force William II to recognise Urban II as the legitimate pope. His demand to receive his pallium from Urban II was part of this campaign to force William II's hand • Anselm exacerbated the conflict when he encouraged both bishops and nobles to defy the King at his Council at Rockingham in 1095 • Anselm made the decision to go into exile in 1097. This left the English Church with an absentee primate and helped prolong the conflict. Arguments and evidence that there were other, more important, causes of the conflict between church and state during the reign of William II should be analysed and evaluated. Relevant points may include: • The conflict was underpinned by the long-running dispute between the church and state as a result of the papacy's attempt to impose papal power on secular authorities through the Gregorian reforms • William II was determined to assert the authority of the King in all areas of state. He was notorious in delaying appointments to clerical offices and taking church revenues to replenish his treasury • The conflict was amplified by the issue of church courts and the apparent restrictions they imposed on royal authority, e.g. the conflict with William of Saint-Calais • William II made an unwise choice in appointing Anselm, who had not wanted to be archbishop. This was compounded by William's refusals to allow Anselm to attend Rome and to hold reforming councils. Other relevant material must be credited.

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 the extent to which the authority of William Rufus in the Anglo-Norman territories changed in the years 1087-1100. Arguments and evidence that the authority of William Rufus in the Anglo-Norman territories changed in the years 1087-1100 should be analysed and evaluated. Relevant points may include: • William Rufus' authority as King of England was challenged by Anglo-Norman barons in the 1088 Rebellion. William Rufus' authority was strengthened after he defeated the rebellion and expelled Odo of Bayeux • William Rufus did not achieve his aims to conquer and rule Normandy in the campaigns of 1091 and 1093. This changed when Robert Curthose joined the crusade in 1096 and William Rufus took charge in Normandy • William Rufus extended his authority within Normandy in the years 1096-1100. He conducted two campaigns in Maine and enforced his domination in that county • William Rufus further extended his authority over the continental lands by pushing back Philip I in the Vexin in the campaign of 1097-98 and by building the castle of Gisors to defend the Norman position in the region. Arguments and evidence that the authority of William Rufus in the Anglo-Norman territories did not change in the years 1087-1100 should be analysed and evaluated. Relevant points may include: • William Rufus was crowned King of England in September 1087. He assumed the rights and authority of the king and held these powers throughout the reign • In spite of his ambition, William Rufus was never invested as Duke of Normandy and the authority he held in the duchy from summer 1096 was only temporary • Some Anglo-Norman barons never accepted William Rufus' authority as King of England, preferring to support Robert Curthose as the eldest son of the Conqueror, e.g. rebellions against William Rufus in 1088 and 1095. 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
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 the *Cartae Baronum* survey was the most significant factor in extending royal authority over the nobility in England in the years 1154-72. Arguments and evidence that the *Cartae Baronum* survey was the most significant factor in extending royal authority over the nobility in England in the years 1154-72 should be analysed and evaluated. Relevant points may include: • *Cartae Baronum* was central to the restoration of the balance of power in favour of the Crown after the Anarchy. It ensured that feudal dues were paid to the King • Henry II was able to use the returns from *Cartae Baronum* to identify barons who were creating private armies by retaining knights in excess of the *servitium debitum* and to end this challenge to the authority of the king • *Cartae Baronum* enabled Henry II to demand scutage for the actual number of knights held by barons, including those who were not enfeoffed. This increased royal revenues and hence royal power • *Cartae Baronum* enabled Henry II to identify the knights held by his tenants-in–chief and to require that they swore an oath of allegiance directly to the King. Arguments and evidence that there were other, more significant, factors in extending royal authority over the nobility in England in the years 1154-72 should be analysed and evaluated. Relevant points may include: • Royal authority was extended by reducing the power of the barons. Illegal castles were destroyed, the most important towns taken under royal control and the feudal rights of wardship and escheat enforced • Royal control was extended over the localities in 1166 by allowing sheriffs to pursue felons on barons' lands. The 1170 Inquest of the Sheriffs replaced the majority of sheriffs with royal officials accountable to the Crown • Royal authority was enhanced by the reviving of England's finances. The new tallage tapped the wealth of towns, and the 1158 reform of the coinage guaranteed the Crown did not lose revenue through debased coinage • The Assizes of Clarendon of 1166 extended royal authority. This established juries of presentment and boosted the profits of justice for the Crown through the sale of chattels if the accused was found guilty. Other relevant material must be credited.

Question	Indicative content
7	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 on whether Henry II achieved complete control over Brittany in the years 1154-72. Arguments and evidence that Henry II achieved complete control over Brittany in the years 1154-72 should be analysed and evaluated. Relevant points may include: • In 1156, when Henry II removed Hoël of Nantes as its ruler, he installed his brother Geoffrey as its count • When Conan attempted to seize Brittany in 1158, after the death of Geoffrey, Henry II brought a large army of Norman knights and forced his submission. Although Conan was the count, in reality Henry II had control • The extent of Henry II's control of Brittany was demonstrated by his authority to appoint the archbishop of Dol, arrange Conan's marriage and manipulate the inheritance customs of Breton noble to his advantage • Henry II crushed a baronial rebellion in Brittany in 1166 and deposed Conan in favour of his own son Geoffrey, who was betrothed to Conan's daughter. Henry II then took control as the betrothed couple were children. Arguments and evidence that Henry II did not achieve complete control over Brittany in the years 1154-72 should be analysed and evaluated. Relevant points may include: • When Geoffrey became count of Brittany in 1156, it was he who took control of the county rather than Henry II • In order to make the claim to Brittany in 1158, Henry II had to seek the permission of Louis VII of France. Louis recognised Henry's claim and made him seneschal. Henry II was, therefore, subordinate to the King of France • Eleanor of Aquitaine, representing Henry II in his continental territories in 1165, was unable to crush a rebellion by the Breton nobility who forged a league against Henry II with rebel barons from Maine • In 1169, in the Treaty of Montmirail, Geoffrey was granted Brittany as a vassal of Henry the Young King, who in turn held it as the vassal of Louis VII of France. Other relevant material must be credited.

Question	Indicative content
8	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 on the extent to which Henry II's power in the Angevin Empire changed from June 1183 until his death in 1189. Arguments and evidence that Henry II's power in the Angevin Empire changed from June 1183 until his death in 1189 should be analysed and evaluated. Relevant points may include: • Henry II's authority over Brittany diminished over the period. In 1186, Philip II gained the ascendancy, firstly with Geoffrey's act of homage and secondly with Philip's claim to wardship over Geoffrey's heirs • Henry II's control of the southern territories was undermined by Richard, who attacked Toulouse in 1186. Philip II used Henry's inaction to launch attacks into Berry in 1187 • Although Richard and John joined forces with Henry II to protect the Empire against Philip II in 1187, this changed in 1189 when both sons joined Philip II against their father and inflicted a devastating defeat on him at Tours • Henry II's power in the Empire was considerably diminished by the peace agreement of July 1189. Henry was to do homage for his French lands, pay a fine of 20,000 marks and hand over castles in Anjou and the Vexin. Arguments and evidence that Henry II's power in the Angevin Empire did not change from June 1183 until his death in 1189 should be analysed and evaluated. Relevant points may include: • Henry II refused to crown Richard or name him as his heir. Throughout the period, Henry II held the power and authority of the King of England • Throughout the period, Henry II retained overall control of the continental territories, including the finances of each region. This limited the authority of Richard in Aquitaine. Vassals continued to appeal to Henry as the overlord • Throughout the period, Henry II retained control of the Vexin, neither organising Alice's marriage to Richard, nor returning the territory, and Alice, to France • Henry II's international prestige, which emanated from the Angevin Empire, remained constant throughout the period, e.g. the Patriarch of Jerusalem travelled to England in 1185 to offer him the kingship. Other relevant material must be credited.

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