

Mark Scheme (Results)

Summer 2014

GCE History 6HI01/A

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2014

Publications Code US039059

All the material in this publication is copyright

© Pearson Education Ltd 2014

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4 would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the given factor.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

5	25-30	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected which demonstrates some range and depth.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 5: 27-28 marks As per descriptor</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p>
----------	--------------	--

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Unit 1 Assessment Grid

Question Number	AO1a and b Marks	Total marks for question
Q (a) or (b)	30	30
Q (a) or (b)	30	30
Total Marks	60	60
% Weighting	25%	25%

A1 Alfred the Great and the Vikings, 793-c900

Question Number	Indicative content	Mark
1	<p>The question is focused on the campaigns of the Great Army in the years 865-878, and requires an explanation of why the Vikings were so successful against East Anglia, Northumbria, and Mercia, but failed in their attempts to overthrow Wessex.</p> <p>Answers may note that the Anglo-Saxon kingdoms had to deal with substantial Viking numbers: the Great Army of 865 was a professional body of around 5000 men which was reinforced by the Great Summer Army in 871. An important tactic used by these forces was the element of surprise. The shallow draft of longships enabled the Vikings to sail up rivers and attack almost without warning. In battle, Viking forces relied on the shield wall, spears and arrows, while the berserkers often influenced the outcome of battles. Viking successes can also be explained by the strong leadership of Ivarr the Boneless, Halfdan and Ubbe Ragnarsson, and Guthrum. Answers may also refer to the weaknesses of the Anglo-Saxon kingdoms. They did not develop a united front against the Danes, and suffered internal weaknesses. Edmund of East Anglia paid the Vikings a huge Danegeld in 865, though this did not prevent Viking forces returning to East Anglia and establishing their power there after Edmund was killed in battle. Ivarr was able to capitalise on the feuds within the Northumbrian royal family, establishing control there in 867. Burgred of Mercia proved unable to dislodge the Vikings in both 868 and 873, and was forced into exile. In the years 871-875 the Danes left Wessex alone while they strengthened their hold on the other Anglo-Saxon kingdoms. Guthrum's attack on Wessex in 876 ended when his relief fleet was scattered at sea; this gave Alfred a vital breathing space. He was able to gather a strong army of loyal supporters in 878 and ensure the survival of Wessex as an independent power at the battle of Edington.</p> <p>Level 5 answers will have a secure focus on the question, will consider Viking military successes across most of the time period, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider Viking military power by addressing its limits and/or other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing Alfred's response to the Vikings. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the reorganisation of the defences of Wessex in the years after 878, and requires a judgement on whether this was Alfred's greatest achievements in these years.</p> <p>Alfred established a comprehensive reform of his kingdom's naval and military power. He strengthened the coastal fleet with ships which were larger and more stable than their Viking counterparts. On land, he attempted to neutralise the speed and mobility of the Vikings' land forces with the burghal system, a network of thirty well-defended burhs which formed an integrated system of protection. The problem of raising the fyrd was tackled by dividing the kingdom's forces into two units: half remained at home while the other half was on service. These reforms failed to counter the initial attacks of 892, but as the conflict progressed the value of Alfred's reforms became clearer. In 896 the Danes gave up the struggle and retired to East Anglia and Northumbria. In considering Alfred's other achievements, answers may refer to the King's promotion of a cultural renaissance. Scholars such as Asser and Grimbold were welcomed to the kingdom, and Alfred was personally involved in translations of texts such as the Pastoral Care and the Consolation of Boethius. The king also sponsored artistic development as evidenced by the Abingdon sword and the Fuller brooch. Alfred re-established good relations with the Papacy and established monastic institutions at Athelney and Shaftesbury. An important development was codification of law.</p> <p>Level 5 answers will have a secure focus on the question, will consider Alfred's reorganisation of defence along with some of his other achievements, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider the defences of Wessex and other achievements, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing Alfred's burghal system and the fyrd. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

A2 The Norman Conquest and its Impact on England, 1066-1135

Question Number	Indicative content	Mark
3	<p>The question is focused on Harold Godwinson's defeat at Hastings in October 1066, and the extent to which Hardrada's invasion was responsible for that defeat.</p> <p>In considering the stated factor answers may refer to Hardrada's landing with a substantial force and his hard-won victory at Fulford Gate which caused the loss of thousands of English soldiers. Godwinson's rapid march north was followed by his victory at Stamford Bridge, but again with the loss of valuable troops. William's landing at Pevensey forced Harold to return to London with an army exhausted by its efforts at Stamford Bridge and by the rapid march south.</p> <p>In considering other factors answers may refer to the course of the battle of Hastings: the different qualities of the opposing armies, with a largely peasant Saxon army facing a disciplined Norman force: and Papal support displayed via the Pope's gonfanon. Godwinson made a significant error by failing to wait for reinforcements from the Midlands, which might have turned the battle in his favour. William's leadership was a significant factor in contributing to the Norman victory, and answers may refer to his long military and political experience within Normandy in shaping that victory.</p> <p>Level 5 answers will have a secure focus on the question, will consider both the given and other relevant factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider Hardrada's invasion and some other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing Stamford Bridge and its outcome. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the rule of the Norman kings in the years after 1066, and requires a judgement on the extent to which they transformed England.</p> <p>Candidates are not required to consider the whole chronology to 1135; they may access any level of attainment by focusing on the years 1066-87. Equally, it is important to reward those candidates who focus on the later part of the period, perhaps by considering the longer term effects of Norman rule and the transformation of England in the years to 1135.</p> <p>In considering the extent of change, answers may refer to the military power exercised after 1066. Severe methods of control were employed, including the suppression of rebellions and the building of castles throughout England. The development of the feudal system served to strengthen royal power, as did the Domesday survey of 1086. The latter provides clear evidence of demographic and economic change. William's land settlement supplanted the Anglo-Saxon elite, replacing it with men whose loyalty was unquestioned. Royal forests were established across the country, and penalties for breaking the new forest laws were severe. The power of sheriffs over the people was enhanced. Answers may note substantial changes within the English Church, including the replacement of personnel; the relocation of cathedrals; and an extensive building programme. Candidates may challenge the question by considering elements of continuity. Norman government was based on traditional procedures. There were no changes to the shires or shire courts, and no fundamental changes to the nature of the royal household. The coronation ceremony was unchanged, emphasising the continuity between the English and Norman kings.</p> <p>Level 5 answers will have a secure focus on the question, will consider elements of change and continuity, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well and will begin to consider change over time, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing matters such as castles and forest laws. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

A3 The Angevin Empire, 1154-1216

Question Number	Indicative content	Mark
5	<p>The question is focused on Church–state relations during the reigns of Henry II and John, and requires a judgement on the extent to which both monarchs were personally responsible for the difficulties which developed between Church and king.</p> <p>Examiners should not expect an answer balanced equally between both rulers. There is likely to be more material offered on Henry II and Becket, but Level 5 answers must refer to both Henry II and John.</p> <p>Answers may note Henry's intention to reduce the growing power of the church, and his reasons for promoting Becket to the see of Canterbury. The growing divisions between the King and his Archbishop were both personal and political; both men differed fundamentally about the extent of the respective powers of church and state. Henry's determination to restore Royal power over the church led to the constitutions of Clarendon of 1164. Beckett refused to accept these limitations on church power and fled to Flanders. His murder in Canterbury Cathedral after his return in 1170 demonstrated how bitter conflict had become. John's relationship with the church was equally difficult. Disputes over the election of the Archbishop of Canterbury in 1205-07 led Pope Innocent III to consecrate Stephen Langton in 1207. His action overrode John's traditional rights and the subsequent dispute with the Pope led to the interdict of 1208. John's difficulties with France compelled him to come to terms with the Pope in a humiliating surrender in 1213.</p> <p>Level 5 answers will have a secure focus on the question, will consider both Henry II and John, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the relationship between Henry and Becket. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the reign of Richard I (1189-99), and the extent to which the King's involvement in the third Crusade weakened royal control over both England and the Angevin territories in France.</p> <p>Examiners should not expect an answer balanced equally between Richard's English and Angevin lands, but for Level 5 answers must refer to both.</p> <p>Richard's choice as justiciar, William Longchamps, proved insensitive to English customs and traditions, and was forced from office by John and senior nobles. His replacement, Hubert Walter, proved to be both a shrewd minister and a successful legal reformer. The strength of central government, in which Eleanor of Aquitaine played a central role, was demonstrated by the ease with which Richard's ransom was raised, releasing him from the custody of Henry VI. Answers may note that at this time England was governed by professional administrators, which demonstrated how successful Henry II's reforms had been in ensuring the smooth running of government. However, the government found it difficult to keep the peace, shown by the attacks on Jews in 1190, and by John's disloyalty in leading a rebellion in 1193. Royal control of the Angevin lands in France was weakened by the attacks mounted by Philip Augustus of France. He waged intermittent warfare against Richard from 1194 to 1198, which weakened the English resources and power considerably. After his release from the Emperor's custody Richard was forced to remain in France for much of the rest of his reign in order to resist Philip's designs on the Angevin lands.</p> <p>Level 5 answers will have a secure focus on the question, will consider the extent to which royal power was weakened in both England and the Angevin lands in France, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well and will begin to consider the nature and extent of change, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing matters such as the government of England. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

A4 From Black Death to Great Revolt: England, 1348-81

Question Number	Indicative content	Mark
7	<p>The question is focused on economic and social conditions in England in the years 1348-75, and the extent to which these were changed by successive plagues during that period.</p> <p>The question is concerned with change over time, and information which considers factors other than economic and social conditions is likely to be irrelevant. It is not essential at any level for candidates to distinguish between economic and social conditions.</p> <p>The fall in the size of the population had a dramatic impact on the agricultural economy, with the shortage of labour encouraging greater mobility among workers on land. The collapse in agricultural rents caused both economic and social change, and enabled many to convert from labourers to independent farmers. Traditional labour services declined rapidly, severely weakening the economic and social position of the larger landowners. The fall in the number of skilled artisans, a rapid decline in rents, and the disappearance of many markets, all hit towns and the urban economy badly. There was a significant impact on trade links with France, the Low Countries and the Baltic, which weakened the economies of coastal towns. Answers may also note the failure to maintain existing social structures through, for example, the Ordinance and Statute of Labourers and the Sumptuary Laws.</p> <p>At high Level 4 and within Level 5 answers should consider the extent to which these changes were dramatic, and may note that some of the factors mentioned above contributed to the outbreak of the Peasants' Revolt.</p> <p>Level 5 will have a secure focus on the question, will consider the extent of both economic and social change, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well and will begin to consider the nature and extent of change, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing matters such as agricultural decline. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the Peasants' Revolt of 1381, and the extent to which this was caused by growing hostility towards landowners.</p> <p>In considering the stated factor, answers may note that peasant resentment of the landowners grew rapidly after the Black Death. The Statute of Labourers was seen as one part of a concerted policy aimed at maintaining traditional feudal rights, which a growing number of peasants were refusing to render. The revolt was centred on Essex, East Anglia and Kent, where there were many small free and near-free landowners who resented the power of the manorial lords. One of the chief demands made by the peasants in 1381 was the abolition of the villeinage and labour legislation, and violence in these counties was largely aimed at agents of royal and noble authority. Other relevant factors responsible for the Peasants' Revolt include growing opposition to the church, with some calls for the confiscation of church lands and the abolition of the tithes: anger at the continuing financial crisis which was partially responsible for the poll taxes of 1377, 1379 and 1380; and concern over recent military setbacks which exposed the south coast to French and Castilian raiders.</p> <p>Level 5 answers will have a secure focus on the question, will consider hostility towards landowners and a number of other relevant factors in explaining the outbreak of the revolt of 1381, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 candidates will address the question well and will begin to consider the given factor and some others, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing matters such as the attempts to end traditional feudal rights. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

A5 Anglo-French Rivalry: Henry V and Henry VI, 1413-53

Question Number	Indicative content	Mark
9	<p>The question is focused on the English campaigns in France in the years 1415-20, and the extent to which the weaknesses of French forces were responsible for English successes.</p> <p>In considering the stated factor, candidates may note that, while French forces were often much larger than the English armies, they were largely disorganised, indisciplined, and suffered from poor leadership. These weaknesses were clearly displayed at Agincourt. There was no unified command or clear tactics, perhaps because the French felt certain of victory against an apparently small and weakened English force. French forces were packed so tightly together that they proved ineffective in the early stages of the battle, especially against the English archers. The English went on to have further successes in 1417-19, including the seizure of Caen and Falaise and the recovery of Normandy. These may be explained by the absence of effective French leadership and the inability of the French to mount a serious challenge to Henry V's forces. Other relevant factors which explain English successes include Henry's skills of planning and leadership, shown in the early stages of the campaign in the investment and occupation of Harfleur. There were also significant weaknesses and divisions within the French monarchy and nobility. The intermittent insanity of Charles VI and the conflicts between Armagnac and Burgundian forces weakened the French response to the English challenge. The English campaign was given a significant boost by Henry's negotiations with the Emperor Sigismund, and by the creation of the Anglo-Burgundian Alliance in 1419.</p> <p>Level 5 answers will have a secure focus on the question, will consider the weaknesses of French forces and a number of other relevant factors in explaining English successes, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well and will begin to consider the given factor and some others, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing matters such as the leadership of Henry V. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the recovery of French fortunes in the years 1422-35, and the extent to which the influence of Joan of Arc contributed to that improvement.</p> <p>After 1422 English forces continue to make advances in France, consolidating their hold on Normandy, Maine, and Anjou. In 1428 Salisbury's forces occupied Paris and moved on to besiege Orleans. Joan of Arc met the Dauphin at Chinon, persuading him to send her to Orleans, where she played some part in the lifting of the siege. She was also instrumental in persuading the Dauphin to be crowned Charles VII at Reims in 1429, an act which greatly strengthened the king's authority and prestige. In 1430 Joan was seized at Compiegne and handed over to the English, who executed her the following year. Joan's intervention came at a time when the English hold on their French territories was becoming overstretched, with insufficient forces to maintain their positions. Answers may note that, while Joan's military intervention was modest, she appealed to the French people and soldiers, and made a permanent difference in reviving the morale of Charles VII's supporters. Other relevant factors which explain the revival of French fortunes include the minority of Henry VI and the divided leadership of Bedford in France and Gloucester in England. By the late 1420s England's alliance with Burgundy was coming under strain. Answers may also note the significance of events in 1435. The death of Bedford and the ending of the Burgundian Alliance were both major blows to the Lancastrian regime.</p> <p>Level 5 answers will have a secure focus on the question, will consider the importance of Joan of Arc and a number of other relevant factors in explaining the revival of French fortunes, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 candidates will address the question well and will begin to consider the given factor and some others, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing matters such as Joan's role at Orleans and her relationship with Charles VII. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

A6 The Wars of the Roses in England, 1455-85

Question Number	Indicative content	Mark
11	<p>The question is focused on the early stages of the Wars of the Roses, and requires an analysis of reasons for the successes of the Yorkist campaign against the Lancastrians.</p> <p>Answers may balance an analysis of Yorkist strengths against Lancastrian failures and weaknesses.</p> <p>Candidates may refer to the role of the Duke of York, a popular but unpredictable leader. He was victorious at the first battle of St Albans in May 1455, though he had few military successes thereafter and in 1460 he was defeated and killed at Wakefield. His son, the Earl of March, displayed great military skills, and his leadership qualities were displayed in the decisive victory at Towton in 1461. Set against the successes of the Yorkists were the weaknesses and failures of the Lancastrians. Henry VI proved unable to rule or even to make decisions, and he possessed none of the military or political skills required for the late mediaeval king. During the civil conflict Margaret of Anjou made many significant mistakes. Her forces were stationed in the Midlands, allowing London to fall into Yorkist hands, and she failed to capitalise on the Lancastrian victory in the second Battle of St Albans in 1461. Her campaign against York, notably at the Parliament of Devils in Coventry in 1459, failed to achieve her objectives. The capture of Henry VI at Northampton in 1460 proved a major blow to the Lancastrians, and was a factor which allowed March to take the throne the following year.</p> <p>Level 5 answers will have a secure focus on the question, will consider Yorkist successes and Lancastrian weaknesses and failures, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 candidates will address the question well and will begin to analyse reasons for Yorkist success, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing matters such as Lancastrian weaknesses. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the end of the Yorkist monarchy in 1485, and the extent to which Richard III was responsible for his own downfall.</p> <p>In considering the stated factor candidates may refer to the crisis of 1483 following the death of Edward IV. Gloucester exploited the divisions between the Woodvilles and leading nobles, asserting the illegitimacy of both Edward V and his father as an excuse to take the throne. Although Gloucester's usurpation was broadly welcomed, his popularity rapidly waned. The alliance with Buckingham ended with the latter's rebellion in 1483, and the disappearance of the Princes in the Tower caused much disquiet. The Southern gentry resented Richard's growing dependence on his northern allies, while increasing financial demands and failure in Scotland only added to the King's unpopularity. Candidates may note that, despite these problems, the country was well governed during Richards reign, and the majority of the English nobility turned out for the King at Bosworth in 1485. Other factors which contributed to Richard's downfall include the growing disaffection among some Yorkists, who fled to France to join Henry Tudor. The French monarchy feared the possibility of an English attack, and therefore provided Henry Tudor with a fleet and mercenaries for the invasion of 1485. The Battle of Bosworth, of course, decided Richard's fate. Although his forces were larger than Henry's, the defection of the Stanleys proved a turning point in the battle.</p> <p>Level 5 answers will have a secure focus on the question, will consider Richard's actions during his reign and a number of other relevant factors in explaining his downfall in 1485, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 candidates will address the question well and will begin to consider the given factor and some others, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing matters such as Henry Tudor's invasion. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

A7 The Reign of Henry VII, 1485-1509

Question Number	Indicative content	Mark
13	<p>The question is focused on Henry VII's administration of both justice and royal finance, and requires a judgement on the extent of their success.</p> <p>Information which considers factors other than justice and royal finance is likely to be irrelevant. Answers must consider both sets of reforms to access Level 5.</p> <p>Henry introduced a number of significant legal reforms. The statutes of 1487 and 1504 repeated the provisions of Edward IV's laws against retaining. Henry permitted lawful retaining, but nobles who broke the law were fined very heavily. Answers may also refer to the part played by nobility and gentry in upholding the law, especially in the provinces. The role of Justices of the Peace grew in importance, especially in enforcing social and economic statutes and in preventing the corruption of juries. Much of the legal system was overhauled, with the Quarter Sessions and Assize Courts settling most cases, while a judicial role was assigned to the King's Council. Henry's financial position in 1485 was not strong, and there was a significant decline in royal income during the first two years of his reign. Henry transferred much authority from the Exchequer to the Chamber, which was placed under the control of trusted men such as Bray. The King himself personally supervised much of the financial administration. The usual sources of royal income were exploited more efficiently, such as Royal lands and traditional feudal dues. Equally, the expansion of trade, coupled with the French pension and occasional parliamentary grants placed the Royal finances on a very secure footing. However, the subsidies of 1489 and 1497 sparked rebellions in the North and in Cornwall respectively; while the increasing demands made of the nobility threatened the King's position at the end of his reign.</p> <p>Level 5 answers will have a secure focus on the question, will consider the extent of success in both legal and financial reforms, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well and will begin to consider the extent of success and failure, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing matters such as finances and the Chamber. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on Henry VII's relationships with other rulers, and the extent to which these strengthened his position as King.</p> <p>Information which considers matters other than foreign policy is likely to be irrelevant.</p> <p>Answers may refer to the four kingdoms mentioned in the clarification of content. The Spanish alliance with Ferdinand and Isabella was the keystone of Henry's diplomacy. The treaty of Medina del Campo promised no support for Yorkist pretenders and proposed a marriage alliance between Arthur and Catherine of Aragon which would strengthen Henry's position. However, the alliance was weakened with the deaths of Arthur in 1502 and Isabella in 1504. Margaret of Burgundy's interference in English affairs through her support of both Simnel and Warbeck led Henry to impose a trade embargo with Burgundy in 1493. However, Anglo-Burgundian relations improved with the Magnus Intercursus of 1496, and the fortunate circumstances of 1506 allowed Henry to gain control of de la Pole. Relations with Charles VIII of France were soured by French support for Warbeck and by the annexation of Brittany. However Henry's invasion of France and the subsequent Treaty of Etaples gave Henry increased security as well as a useful French pension. Relations with James IV of Scotland were very poor before 1497, but the truce of Ayton and the Treaty of Perpetual Peace led to a dramatic improvement in Anglo-Scottish relations as evidenced by the marriage alliance between James and Margaret Tudor. The Scottish alliance meant that Henry need fear no further incursions into northern England.</p> <p>Level 5 answers will have a secure focus on the question, will consider the extent to which Henry's relations with other rulers strengthened his position as king, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well and will begin to consider the role of foreign policy in influencing Henry's position in England, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing matters such as relations with Spain and Burgundy. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

