

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in History (6HI01/A)

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General Marking Guidance

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

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

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

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

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 MarkPoint 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>
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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	A01a 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 Anglo-Saxon kingdoms in the years before 865, and requires a judgement on the extent to which they were economically strong but politically divided.</p> <p>There is evidence to support the idea of strong economic conditions. Monastic wealth helps to account for Viking raids on coastal monasteries, and regular trading patterns had been established between England and Europe, especially with the Carolingian Empire. Over sixty mints were scattered across the country, and the stability of the coinage was ensured by regular reissues. Markets and towns were thriving, especially on the eastern and southern coasts.</p> <p>There is also evidence for the political division of Anglo-Saxon England, within and between each kingdom. In Northumbria the ongoing feud between Osbert and Aelle meant that the kingdom was in the state of civil war. Mercia under Burgred was virtually bankrupt, and was unable to provide effective resistance to Viking incursions. East Anglia under Edmund was too small and too weak to withstand Viking attacks. On the other hand, the royal family of Wessex was well established and the kingdom was reasonably prosperous and well-armed.</p> <p>Answers may note that the Anglo-Saxon kingdoms did not act together against Viking raids before 865 because these were sporadic, unpredictable and essentially limited to coastal areas.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider a number of economic and political points, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider both economic and political matters, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing trade and coinage. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 reign of Alfred the Great, and requires an explanation of why the king was unable to respond effectively to the Viking challenge in the years 871-877, but was able to do so thereafter. Some answers may focus on the years before or after 878, but for Level 5 there must be reference to both parts of his reign.</p> <p>Answers may refer to the events of 871, when West Saxon forces fought nine battles against the Vikings, winning at Ashdown but suffering several defeats, which might be explained by superior Viking numbers and tactics in battle. The Danes left Wessex alone while they strengthened their hold on the other Anglo-Saxon kingdoms. Guthrum's attack of 876 ended when his relief fleet was scattered at sea. Answers may note that by 877 both nobles and churchmen were increasingly dissatisfied with Alfred's leadership, which explains the attempted coup against the King at Chippenham in 877. Alfred's flight to Athelney, the formation of an army of loyal supporters, and his victory at Edington against Guthrum's forces guaranteed his survival as King.</p> <p>Alfred's successes after 878 might be explained by his comprehensive reform of the kingdom's naval and military power. The coastal fleet was strengthened, and a network of well-defended burhs formed an integrated system of protection. While the reforms proved ineffective in 892, the burghal system was effective in the long run, compelling the Danes to give up the struggle in 896. Viking forces deployed in the 890s were not well led, and numerically less strong than the forces deployed before 878.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider much of Alfred's reign, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider military and other relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the post-878 reforms. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 the Norman campaign against England in the months September to December 1066, and requires a judgement on why this campaign was so dramatically successful.</p> <p>Answers must consider aspects of the whole period September-December 1066 to access Level 5.</p> <p>Answers may refer to the organisational talents which William had displayed in the months before September, when he gathered a large fleet and a substantial, disciplined and well equipped army in a fairly short time, as well as ensuring papal support for his invasion. William's leadership at Hastings proved vital to the outcome of the battle, including the feigned retreat. The Normans' use of cavalry, and the high quality of their bowmen, also contributed to William's victory. The subsequent march to London was an effective display of military power which ensured the submission of the remaining English leaders before William entered the capital.</p> <p>Answers may also note the weaknesses and errors of the English forces. The northern invasion by Hardrada and Tostig was an unwelcome distraction. Although Harold had a comprehensive victory at Stamford Bridge, his armed forces were weakened by the battle, and by the long marches to the north and back to London. Harold's speedy march from the north through London to Hastings may be considered reckless, and he was not prepared to wait for vital reinforcements from Edwin and Morcar. Harold also failed to maintain good order among his troops during the battle.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider aspects of the Norman campaign and reasons for its success, including English shortcomings and failures, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will consider some reasons for Norman success and English failure, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the events at Hastings. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 William's policy of castle building from 1066, and the extent to which this enabled him to establish control over England during his reign.</p> <p>William built his first temporary castle on landing at Pevensey, and had built a further two before he entered London. Archaeological and other evidence suggests that around 500 motte and bailey castles were built during his reign. These were placed in strategically important points, in the centre of towns or where the Normans could control river crossings or dominate the surrounding countryside. Castles enabled William to control the English people with only a small number of Norman soldiers.</p> <p>Other factors which enabled William to establish his control include the absence of any strong English leadership, and that reforms in church and government placed more power in the hands of the King. Also the land settlement created a new military elite whose ownership of land depended on complete loyalty to the King. Answers may also note that the Northern rising of 1069 was suppressed so violently that it effectively broke English resistance.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the given and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider the significance of castles and other relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by considering the importance of castles. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 the power of the English monarchy during the reign of Henry II, and the extent to which this power changed over time.</p> <p>Henry carried out a comprehensive programme aimed at restoring the power of the monarchy after the civil conflict between Stephen and the Empress Matilda. He re-established royal power in outlying areas such as Yorkshire, Hereford and Hampshire; and regained control of royal lands which had been alienated in the Civil War. The King's power in Wales, Scotland and Ireland was reasserted. Henry acted against the overmighty subjects whose power had grown under Stephen. Most of the sheriffs were replaced, and the King's authority over the barons was re-established. The legal system was reformed and brought under closer royal supervision through the Assizes of Clarendon and Northampton, the development of the itinerant Justices, and the Court of King's Bench. Financial reforms which strengthened the power of the monarch include the improved functioning of the Exchequer and the innovative use of credits. Henry was determined to restore Royal power over the church through the constitutions of Clarendon, but his ambitions were partly thwarted by his conflict with Becket.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider features of the changing power of the monarchy, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider military and other relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing some features of judicial and/or financial reforms. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 baronial revolt of 1214-15, and the extent to which this was caused by the financial weakness of the crown in the years from 1189.</p> <p>Richard I made substantial financial demands in order to finance his involvement in the Third Crusade. He sold offices and seized many estates in order to raise £31,000 in 1190 alone. Raising the king's ransom and financing his expensive campaigns in France against Philip Augustus placed the crown in serious financial difficulties. The loss of Angevin lands reduced John's income and only added to the growing financial crisis. The king was forced to pursue his traditional feudal rights, exploit royal justice through heavy fines, and increase demands on the nobility. His actions meant that opposition to the king grew and became more organised in the years before 1214.</p> <p>Other factors which contributed to the baronial revolt include the murder of Arthur, which shocked the nobles: John's unwise marriage: and the interdict placed on England by Innocent III in 1208. The barons were further alienated by John's failure to recover Angevin territories in 1206 and 1214; and they resented the growing centralisation of power and the King's reliance on a small group of favourites, the so-called Angevin despotism.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the given and some other factors over the period 1189-1214, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider royal finances and other relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing Richard's financial demands and/or John's financial measures. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 population changes in the years 1348-81, and the extent to which these changes were the result of the Black Death of 1348-50.</p> <p>Examiners must note that candidates may address the term 'population changes' in different ways. For example, they may consider the changing size of the population, perhaps referring to regional variations, and/or the changes in the structure of society which resulted from the plague of 1348-50. Approaches such as these are entirely acceptable.</p> <p>In considering the given factor answers may note the devastation caused by the Black Death. The population of towns and cities such as London, Lincoln and Norwich suffered a steep decline which was only partially reversed in the years to 1400. Many rural communities were wiped out, with profound effects on both the size of the population in the countryside and on agricultural output. While there were obvious links between the Black Death and population change, there were other factors at work which influenced the size of the population in the years 1348-81. The population of England had already begun to decline since the famine of 1315, and the Black Death accelerated this trend. There were further outbreaks of plague in 1361-64, 1368, 1371, and 1373-75. Some of these outbreaks were pneumonic plague, which affected boys and young men in particular, and thus changed the age distribution of the male population. England's involvement in the Hundred Years War also influenced the size of the male population.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the given factor 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. At Level 4 candidates will address the question well, will begin to consider the Black Death and other relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the plague of 1348-50. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 the rebellion was caused by attempts to maintain low wages.</p> <p>Answers may refer to the attempts made by Edward III to hold wages at a pre-plague level through the Ordinance of Labourers of 1349 and the Statute of Labourers of 1351. Both measures were deeply resented by the peasantry, and they were largely ignored by both the peasants and the landowners. Candidates may therefore question the extent to which attempts to maintain low wages were the fundamental cause of the revolt of 1381.</p> <p>Other factors which promoted the rebellion include the growing opposition at attempts to maintain traditional feudal rights and noble privileges, as evidenced in the Sumptuary Laws, and the extent to which traditional Labour rights were increasingly ignored. There was also widespread opposition to the power of the church, with many demands for the abolition of tithes; and there was anger at the continuing financial crisis of the late 1370s. Answers may also refer to the French war and the high levels of taxation. All these grievances were included in the peasants' demands of 1380 – 81, and there were even some demands for political change and greater equality.</p> <p>Answers at Level 5 will have a secure focus on the question, will address the stated factor and some other relevant points, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question, will consider some reasons for the revolt of 1381, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question, supported by limited, though broadly accurate, material in places. 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 English successes in France in the years 1415-35 and the extent to which these successes might be attributed to the leadership of Henry V and the Duke of Bedford.</p> <p>In considering the stated factor answers may note that Henry showed great ruthlessness in his pursuit of his ambitions in France. The siege at Harfleur was a great success, as was the victory against overwhelming odds at Agincourt. His leadership meant that he could keep his armies in the field in 1417–20, when Falaise was captured along with the whole of Normandy. Bedford provided strong leadership of the English, consolidating control of English lands in France after the death of Henry V, during the troubled minority of Henry VI. He provided efficient government in France and was widely respected by the Burgundian leadership.</p> <p>Other factors explaining English successes include the Anglo-Burgundian Alliance, which was formalised after the Valois assassination of John the Fearless in 1419. Both sides campaigned together with great success in Normandy in the 1420s. The weakness of the French monarchy, notably under Charles VI, and the divisions within the French nobility, meant that Henry V faced only limited opposition after Agincourt. Answers may also note the effectiveness of English military forces, pointing to the value of archers in pitched battle.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider Henry V and Bedford over most of the chronology along with other relevant factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider leadership qualities and other relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the role 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. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 collapse of English power in France in the years 1435-53, and the extent to which this collapse was caused by the death of Bedford in 1435.</p> <p>After the death of Henry V in 1422 Bedford ruled in France, displaying great skills in both government and diplomacy, and fulfilling Henry V's intentions of extending and consolidating English territory in France. Henry VI's government never regained the initiative after 1435 and English policy fell into disarray during the 1440s. Suffolk's attempts to secure a permanent peace by ceding Maine to Charles VII failed completely, and by 1453 Henry VI was left with Calais as the last remnant of the Angevin Empire.</p> <p>Other factors which explain the collapse of English power include the ending of the Anglo-Burgundian Alliance in 1435, which left England isolated and weakened. The growing power of Charles VII enabled him to invade Normandy in 1449 and inflict significant defeats on the English at Formigny in 1450 and Castillon in 1453. Answers may also note changing French tactics during this period, including the increasingly effective use of cannon.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the given factor and other relevant points, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well and will begin to consider the gradual collapse of English power, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing military activity in the 1440s. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 outbreak of civil conflict in 1455, and the extent to which this was caused by the ambitions of Richard, Duke of York.</p> <p>York's ambitions had been clear since 1452 when he demanded to be recognised as heir apparent to Henry VI. In 1453, during the King's mental breakdown, York used his role on the council to have his major rival, Somerset, imprisoned in the Tower. In 1455, when Henry VI recovered, he reversed most of York's decisions and deprived him of the office of Protector. York's response was to raise an army against the King, triggering the outbreak of the Wars of the Roses at the first Battle of St Albans.</p> <p>Other factors which explain the outbreak of civil conflict include the growing divisions among the nobility. In 1453 disagreements between the Nevilles and Percies in the North led to armed conflict. In 1454 York's opponents, notably Wiltshire and Bonnevile in the West, and Exeter and Egremont in the North, began to collect private armies. The financial weakness of the crown grew in the years to 1455 as English power collapsed in France. Military defeats in France, which deprived the nobles of valuable private estates, also contributed to the outbreak of conflict.</p> <p>Answers may refer to Henry VI's personal weaknesses. His inability to rule and his mistaken treatment of the Duke of York, alienated him from many of the nobles. The King's deficiencies were also linked to the growing power of Margaret of Anjou, her implacable opposition to York's pretensions, and her role in government.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider York's ambitions and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider York and other relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing York's activities in 1455. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 collapse of Edward IV's first reign in 1470, and the extent to which this was caused by the opposition of the Earl of Warwick.</p> <p>In considering the stated factor, answers may note that Warwick was showered with honours from 1461, including the positions of Great Chamberlain and Admiral of England. However, Warwick and the King began to disagree over foreign policy. Warwick aimed at the creation of an alliance with France, but Edward decided on an agreement with Burgundy which was cemented by the marriage of his sister Margaret to Charles the Bold. For Warwick, these disagreements were so serious that he decided to rebel in 1469. The rising failed and Warwick, along with Clarence, fled to the court of Louis XI. A French-supported invasion was mounted in 1470, forcing Edward to flee to Flanders.</p> <p>Other factors which caused the collapse of Edward's first reign include some opposition from the nobles to the breach of the Act of Accord. Edward's forces seized Henry VI in 1465, but he was not put to death and thus remained a focal point for disaffected Lancastrians. Many were dismayed by Edward's marriage to Elizabeth Woodville and the granting of honours and favours to her large family.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the stated factor and some other reasons for the collapse of Edward's first reign, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question and consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question. However, supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements on the question supported by limited, though broadly accurate, material in places. 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 the various claimants to the throne who challenged Henry VII in the years 1485-1509, and requires an explanation of why the King was able to defeat each in turn.</p> <p>Four claimants are mentioned in the clarification of content, but examiners should not expect equal treatment of all four. The Simnel rebellion came in the early years of the reign and enjoyed significant support. Margaret of Burgundy financed 2000 mercenaries under the leadership of Martin Schwarz, and Kildare and other Irish nobles also backed Simnel. After the rebels landed in northern England in 1487 they were able to march unopposed across the country, which suggests the absence of strong noble support for Henry at this time. The King was able to defeat the rebels by leading his troops into battle at Stoke, but once again noble support was not extensive.</p> <p>The Warbeck challenge was more complex and long-lasting. He was supported by France, Burgundy, the Empire and Scotland, giving the affair a significant international dimension which aimed at undermining England's position in Europe. Henry dealt with the threat by diplomacy and confrontation. Support from Charles VIII of France ended with the invasion of 1492, while strong support from Scotland led Henry to plan an invasion of that country, though this was avoided by the truce of Ayton in 1497. Burgundy's support for Warbeck ended after the trade war from 1493-96. Warwick had a strong hereditary claim to the throne, though by 1499 Henry felt strong enough, in part because of the growing loyalty of the nobility, to execute both Warbeck and Warwick. In 1506 Philip of Burgundy was persuaded to hand over Richard de la Pole, who was duly imprisoned.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider Henry's response to the claimants, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider the Simnel and Warbeck affairs, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing Simnel and/or Warbeck. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 domestic policies, and requires a judgement on the extent to which these strengthened royal power in England.</p> <p>The structure of the question does not imply a multi-factored response, and thus reference to rebellions and claimants, and to issues of foreign policy, will not be relevant. There were no over mighty subjects who could threaten Henry's position in 1485, but he remained suspicious of the nobility as a body throughout his reign. He introduced various measures to control them, including actions against retaining, the systematic use of bonds and recognisances, and the widespread use of attainders which were only partially reversed. This sustained policy of limiting noble power gradually strengthened Henry's position during his reign. Crown finances were placed on a secure footing. The effective supervision of crown lands led to a healthy increase in income. Feudal dues were used to the full, while tannage and poundage duties rose as trade developed.</p> <p>Answers may note the transfer of authority from the Exchequer to the Chamber, which enabled Henry to keep close supervision of financial affairs. The legal system was strengthened. The role of Justices of the Peace grew in importance, especially for the enforcement of social and economic statutes. There was a general overhaul of the legal system, with the King's Council developing a judicial role. Answers may also note the strengthening of government in the provinces, including the Council of the North and the Council of Wales. Answers may challenge the question by reference to, for example, the excesses and resentments of Henry's financial exactions in the later years of his reign.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider most of Henry's domestic policies, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider several policies, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the actions taken against the nobles. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

