

Mark Scheme (Results)

January 2012

GCE History (6HI01) Paper 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 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 factual material 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	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 Anglo-Saxon society in the ninth century, and requires an analysis of, and judgement about, the key features of society and the economy. Answers do not have to consider 'peaceful' and 'thriving' as separate features of Anglo-Saxon England. There is evidence to support the idea of a thriving economy. Monastic wealth was increasing, which helps to account for Viking raids on coastal monasteries from 793, and there were regular trading patterns 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 coast. A well-established social hierarchy, the development of art and literature, and the evidence of the Midlands' hoard, all point to an essentially stable and sophisticated society. This view may be challenged with reference to warfare between the kingdoms, and the steady collapse of Mercia and Northumbria, both kingdoms being easily overcome by the Vikings after 865. A simple description of some of these features will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address questions of peace and prosperity, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent of peace and prosperity. Answers at Level 5 will include some attempt to evaluate the state of the Anglo-Saxon economy, of society and of government, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the military reforms instituted after Edington, and the extent to which they were responsible for the limited success of the Vikings in the years to c900. 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. He attempted to neutralise the speed and mobility of the Vikings' land forces with a burghal system, a network of thirty well-defended burhs which formed an integrated system of protection. Alfred dealt with the problem of raising the fyrd by dividing his army into two units: half remained at home while the other half was on service at all times. These reforms did not seem effective in dealing with the initial attacks in 892. The invaders were able to settle in Kent with little initial resistance, and broke into Wessex as far as Exeter. However, as the war progressed the value of Alfred's reforms became clearer. The burh at Exeter resisted a Viking siege and the fyrd was summoned more swiftly than before. In 896 the Danes gave up the struggle and left for East Anglia and Northumbria. Answers may also note that the attacks of the 890s were never as substantial as those of the 870s. The Appledore Vikings were overcome with relative ease, and Haesten was not as effective a leader as Ivarr the Boneless or Guthrum. A simple narrative which describes some of Alfred's reforms and some events in the 890s will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will have some explanatory focus, though there may be passages of narrative or descriptive material. Level 4 answers will analyse Alfred's reforms and their apparent success against the Vikings. At Level 5 will be those who make some attempt to evaluate the success of Alfred's reforms and their contribution to the West Saxon victories of the 880s and 890s.</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 Normans' success at Hastings, and the extent to which William's leadership contributed to that victory. Answers may note that William displayed strong leadership throughout 1066, and may refer to his long military and political experience as duke of Normandy in shaping that leadership. Candidates may refer to the course of the battle, noting the dispositions of both sides and the use of cavalry by the Normans. The feigned retreat was a significant factor which broke the English lines and contributed to the Norman victory. Answers may also note other relevant factors which contributed to the outcome of the battle. Harold's leadership can be called into question. He went into battle with an army which was exhausted after Stamford Bridge and the rapid march south, to London and then to Hastings. The king did not wait for reinforcements from the midlands, which may have turned the battle in his favour, but, perhaps rashly, decided on an immediate engagement. Other relevant factors include the different quality of both armies, with the English peasant army facing some 3000 knights as well as the Norman cavalry. Some may point out the significance of the papal banner. A simple outline of some events will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation for the outcome of the battle will access Level 3, though there may be some sections of free-standing narrative. At Level 4 there will be an explicit attempt to analyse the reasons for William's success and Harold's failure, though the answer may lack balance. At Level 5 there will be answers which attempt to evaluate the relative significance of a number of factors which influenced the outcome of the battle, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on Norman rule in England after 1066, and the extent to which it transformed Anglo-Saxon England. The question is wide-ranging, and a comprehensive answer is not essential for accessing the higher range of marks. Answers may consider methods of control, including the suppression of rebellions and the building of castles throughout England. The devastation of the north from 1069 demonstrated William's determination to brook no opposition to his rule. The Domesday Survey provides plenty of evidence of demographic and economic change, especially on the land. William's land settlement supplanted the Anglo-Saxon elite, replacing it with men who were totally loyal. Royal forests were established across much of the country, and penalties for breaking forest laws were severe. The power of the sheriffs over the people was enhanced. Candidates may also consider how reform of the English Church, including the wholesale replacement of Anglo-Saxon bishops and the programme of building churches, affected English life. Answers may also refer to changes in government and in the power of the monarch. A simple descriptive outline of some changes, perhaps focused on castles and military power, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the impact of the conquest on the country will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the extent of change, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the nature and extent of both change and continuity over the period.</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 reign of Henry II, and on the extent to which the king was responsible for the conflict. Answers may focus on the relationship between the king and Becket. Henry promoted Becket to Canterbury, hoping that he would side with the king in his campaign against the extension of church power; the king was keen to re-establish church-state relations based on ancient customs. Henry's disputes with Becket were personal but also political; both men had fundamentally different views about the different powers exercised by church and state. While the king did make some concessions on church courts and the election of bishops, Becket was unwilling to compromise, and fled abroad rather than accept the Constitutions of Clarendon of 1164. His murder in Canterbury Cathedral shortly after his return in 1170 demonstrated how bitter the conflict had become. Becket excommunicated leading barons, while Henry had his son crowned by the archbishop of York, a deliberate snub to Becket. Candidates may place the conflict with the church within the broader context of Henry's reform programme in church and state, and his determination to restore royal power after the civil war of Stephen's reign. A simple descriptive outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus supported with some material will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the factors which made for the conflict, though the answer may lack balance between the roles of Henry and Becket. At Level 5 will be answers which attempt to evaluate reasons for the conflict, considering the respective positions of the protagonists involved.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the loss of the Angevin territories in the years to 1216, and on the reasons why Henry II maintained the empire while his son John could not. Henry II's inheritance was a vast one, and he maintained a considerable personal ascendancy over his different lands. He restored royal power in Normandy, though he had to recognise the overlordship of Louis VII. He kept a close hold on Anjou, Maine and Touraine, though the special traditions in Aquitaine made it less easy to establish royal supremacy. However, Henry's itinerant kingship helped to ensure that there were no serious threats to his hold over the Angevin lands. Answers may refer to some losses in Normandy under Richard, though this is not essential. John's unwise marriage allowed Philip to seize Maine and Anjou. The king's misgovernment of Normandy, coupled with his growing unpopularity and Philip's military abilities, led to the loss of Normandy by 1204. The death of Eleanor of Aquitaine gave the French the opportunity to seize her territories, and John's military weaknesses meant that his campaigns in 1206 and 1214 ended in failure. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the factors which led to Henry's successes and his sons' failures, though the answer may lack balance between the three kings. At Level 5 will be answers which attempt to evaluate successes and failures over time, noting the different factors at work during the three reigns.</p>	30

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

Question Number	Indicative content	Mark
7	<p>The question is focused on the years between the Black Death and the Peasants' Revolt, and requires a consideration of the impact of the plague on agriculture and trade in these years. Answers do not have to consider agriculture and trade in equal measure to be successful; many may focus on the former. The fall in the size of the population had a dramatic impact on agriculture. The shortage of labour encouraged greater mobility among the workers on the land, while the collapse in agricultural rents enabled many to convert from being labourers to independent farmers. Traditional labour services declined rapidly and this factor, combined with the fall in food prices, severely weakened the economic position of the larger landowners. Towns and trade were also hit badly, with a fall in the number of skilled artisans, a rapid decline in rents, and the disappearance of many markets. Exports and trade in general were also affected. Candidates may also note that the plague of 1348-50 exacerbated a trend which had been apparent since the famine of 1315; the early 14th century had already witnessed a fall in population size and consequent fall in economic activity. A simple descriptive outline of some changes, perhaps focused on agriculture, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the impact of the plague on town and countryside will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the extent of change, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the nature and extent of both change and continuity over the period 1349-81.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on unrest in towns and countryside in the years 1349-81, and the extent to which this was caused by attempts to maintain the traditional structures of society. Answers may consider growing resentment over the Ordinance and Statute of Labourers and, to a lesser extent, of the Sumptuary Laws; and to attempts by large landowners to maintain traditional labour services in the face of widespread opposition. Anger over these factors played a large part in the Peasants' Revolt of 1381. There was also concern about military setbacks in France and the growth of coastal raids by French and Castilian fleets; and royal mismanagement of finances was also a factor in inflaming unrest. By the late 1370s other factors had emerged which fuelled discontent. These included the power and authority of the church, demands for greater equality set out by John Ball, and the poll taxes of 1379-81. All these points were included in the demands of the leaders of the Peasants' Revolt in 1381. A simple descriptive outline of some factors making for discontent, perhaps focused on the Statute of Labourers and labour services, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the factors which caused unrest will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse unrest and its causes, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the nature and extent of unrest among peasants and townspeople over the period 1349-81.</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 Henry V's decision to invade France in 1415, and the extent to which strong support within England influenced that decision. The king was able to raise large loans from nobles and clergy very easily, and in November 1414 parliament granted him a large subsidy without opposition. Lords and commons saw war as potentially very profitable, for England as well as for themselves. They were also aware that there were no domestic threats to distract the king, with both Wales and Scotland pacified. Henry also was able to raise a substantial military force without difficulty, including a good number of experienced archers. Answers may also consider other reasons for the invasion of 1415. Henry wished to put to rest any remaining doubts over the usurpation of 1399, seeing success in war as a way of establishing his legitimacy, while the significant weakness of the French crown at the time was a factor which he could exploit. The insanity of Charles VI and the Armagnac and Burgundian conflict weakened France and diminished its military potential, giving Henry an opportunity for success which he could not ignore. An answer which mentions one or two of these points with little development will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will attempt to explain the widespread support in England for war, though there may be passages of free-standing narrative. At Level 4 answers will offer reasonable range and depth of accurate material, and will attempt an analytical focus on reasons for the 1415 campaign. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the rule in France of John Duke of Bedford in the years after the death of Henry V, and the extent to which Bedford was responsible for the maintenance of English rule until his death in 1435. Bedford displayed substantial skills in diplomacy and government, along with undoubted military ability. He followed Henry V's instructions and maintained the Burgundian alliance, using it to good effect in the 1420s to consolidate England's hold on Normandy and to prevent Joan of Arc from taking Paris in the late 1420s. He provided efficient government in France, working with Burgundians within his council and in the parlement; and he was both popular and respected by the Burgundian leadership. Answers may also consider other factors influencing the maintenance of English rule in France. For most of the 1420s Charles VII was unable to raise sufficient forces to threaten England's control. However, the intervention of Joan of Arc in 1428-31 was a factor in the revival of French morale, especially Charles' coronation at Rheims in 1429. Although English rule was maintained until Bedford's death and beyond, the early 1430s saw the growth of French power and the possible defection of Philip of Burgundy, which occurred shortly before Bedford's death. An answer which mentions one or two of these points with little development will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will attempt to explain the importance of Bedford's rule, though there may be passages of free-standing narrative. At Level 4 answers will offer reasonable range and depth of accurate material, and will attempt an analytical focus on reasons for the continuation of English rule in France in the given period. At Level 5 there will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</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 years of the Wars of the Roses, 1455-61, and on why the Lancastrian monarchy was unable to withstand the Yorkist challenge. In considering the weakness of the monarchy, answers may refer to the personal inadequacies of both Henry VI and Margaret of Anjou. The king's frequent bouts of insanity meant that he was incapable of leading his own forces. Margaret's mistakes included the failed attempt to crush York at the parliament of devils in 1459, and her decision to base Lancastrian forces in the midlands rather than in London. Lancastrian military power was weak, as shown by their defeats at St. Albans in 1455 and at Northampton in 1460, when Henry was captured. Equally important were Yorkist strengths. Richard of York was a popular though unpredictable leader who failed to capitalise on his success in 1455. After his death at Wakefield in 1460 the Earl of March emerged as a more effective leader of the Yorkists. His victory at Towton in 1461 inflicted a comprehensive defeat on the Lancastrians, and allowed him to take the throne in the same year. An answer which mentions one or two of these points, perhaps with reference to significant battles though with little development, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will attempt to explain the Lancastrians' defeat, though the answer may focus largely on the Lancastrians and there may be passages of free-standing narrative. At Level 4 answers will offer reasonable range and depth of accurate material, and will attempt an analytical focus on reasons for the ultimate success of March in 1461. At Level 5 there will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on Henry Tudor's success at Bosworth in 1485, and the significance of French support in creating that outcome. After the failure of his invasion of 1483 Henry fled from Brittany to France, where he was welcomed by the French, who resisted Richard's attempts to have him returned to England. Over the next two years his support was bolstered by Yorkists and others who were disaffected by Richard's rule, and in 1485 he was able to mount a more significant invasion. He was given substantial assistance by the French, including men, ships and supplies, and his army increased to some 5000 men as he marched through Wales. He met Richard's larger army, estimated at around 8000 men, at Bosworth. The course and outcome of the battle was partly decided by the desertion from Richard's forces of Northumberland and the Stanleys, and by the king's failed attempt to attack Henry personally. Answers may also refer to some key events of Richard's reign which led to the weakening of his support by 1485. These may include the usurpation of 1483 and rumours about the fate of the princes; the suppression of Buckingham's rebellion, Richard's failures in Scotland, and the state of royal finances. An answer which mentions one or two points with little development will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will attempt to explain the importance of French support, perhaps limited to the 1485 campaign, though there may be passages of free-standing narrative. At Level 4 answers will offer reasonable range and depth of accurate material, and will attempt an analytical focus on the significance of French support from 1483. At Level 5 there will be an attempt to evaluate the significance of French support, and to draw secure conclusions on the question.</p>	30

A7 The Reign of Henry VII, 1485-1509

Question Number	Indicative content	Mark
13	<p>The question is focused on the extent to which Henry VII strengthened royal finances during his reign. Henry's financial position in 1485 was not strong, and there was a significant decline in royal income during the first two years of the reign. Henry's solution was to transfer 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, notably through the more effective supervision of royal lands. Traditional feudal dues were exploited to the full, while the expansion of trade, the French pension, and occasional parliamentary grants helped place the royal finances on a more secure footing, and allowed the king to conduct a fairly active foreign policy. However, there was some significant opposition to the king's financial policies; the subsidies of 1489 and 1497 sparked rebellions in the north and in Cornwall respectively; and the increasing demands made of the nobility threatened the king's position at the end of his reign. Answers which provide a simple description of some aspects of Henry's policy will be assessed in Levels 1 and 2, depending on the range and depth of material. At Level 3 candidates will begin to explain the extent of success in restoring royal finances, but answers may include significant passages of free-standing narrative. At Level 4 answers will attempt an analysis of the degree of success achieved, though the answer may lack balance. At Level 5 there will be a clear attempt to evaluate the link between financial matters and royal power, perhaps including some reference to growing opposition to the king's demands.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on Henry's relationship with the nobility, and on the extent to which he established royal authority over them. Answers may refer to the growth of noble power during the Wars of the Roses, and of Henry's determination, influenced perhaps by the idea of the Great Chain of Being, to restore royal primacy over the nobility. Bosworth had thinned noble ranks, and Henry took the unusual step of ennobling very few men, preferring instead to show his favour by the less expensive (for the Crown) device of the Order of the Garter. Steps were taken to limit retaining, and bonds, recognisances and attainders were used frequently against nobles suspected of possible disloyalty. The Council Learned in Law, staffed by new men rather than by nobles, was used as a device to investigate noble infringements of royal rights. The effect of these policies, coupled with other developments such as Henry's creation of a sumptuous Court, was to draw a clear dividing line between the king and the nobility. However, answers may also note that Henry had to work with the nobles in order to maintain good government, especially in the outlying areas of the country; and the King's Council included many nobles who advised the king on both domestic and foreign policy. An answer which mentions one or two of these points with little development will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will attempt to explain some of Henry's policies towards the nobles, though there may be passages of free-standing narrative. At Level 4 answers will offer reasonable range and depth of accurate material, and will attempt an analytical focus on the extent of success of the king's noble policies. At Level 5 there will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

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