

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History
(6HI01) Paper A

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Summer 2016

Publications Code 43899

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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.

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: A01a and A01b (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	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 Viking invasions in the years 793-865, and requires an explanation why the Anglo-Saxon kingdoms found it so difficult to develop an effective response to those invasions.</p> <p>Answers may note the difficulties faced by the kingdoms in dealing with the Viking threat. In the years to 865 the Vikings tended to carry out summer raids for treasure rather than land as shown, for example, at Lindisfarne in 793. None of the English kingdoms was able to mount a sufficient defence against the Vikings partly because of their inferior numbers, and partly because the Vikings rarely stayed in one place for any length of time. The English kingdoms never united against a common enemy and so could be defeated separately, shown by the defeat of Egberht of Wessex in 836. The kingdoms were often disunited or weakened by internal problems, shown in Northumbria and with the effective bankruptcy of Mercia in 840.</p> <p>Answers may also refer to the advantages that the Vikings had over their enemies. They usually had very strong leaders, and used speed and surprise against their opponents, whether through the use of their longboats or of horses acquired from the English. Candidates might conclude that an effective response was only to develop after 865, when the coming of the Great Army made it clear that the Vikings intended to settle permanently within the English kingdoms.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of points on Anglo-Saxon difficulties and Viking strengths, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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. 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 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 Viking military defeats in the years 878-900, and the extent to which these were caused by Alfred's leadership.</p> <p>Answers may suggest that Alfred's leadership was most clearly demonstrated through his naval, defensive and military reforms. Viking naval power and mobility were addressed through the organisation of a coastal defensive fleet. Attempts to counter the speed and mobility of Viking land forces, which had been so effective in the years to 878, led to the construction of a network of burhs, which meant that there was no single strategic place for the Vikings to attack. The fyrd was reorganised, with half the troops remaining at home while the other half was on service at all times. These reforms were largely ineffective in dealing with the Viking attacks in 892, when the invaders broke into both Kent and Wessex. However, both the burhs and the fyrd proved more effective as the war progressed, and in 896 the Danes finally left Wessex for East Anglia and Northumbria. Answers may note that the Vikings were now distracted by events in France, and were settling, especially in East Anglia.</p> <p>Answers may also note that Viking attacks on Wessex after 878 posed less of a threat than those of Guthrum's forces. The Appledore Vikings were less numerous than the Great Army, and Haesten's leadership was not as effective as that of Ivarr the Boneless or Guthrum.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of points concerning Alfred's leadership and Viking failures, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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, perhaps by considering some of Alfred's reforms. 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 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 Norman successes in England in the period September-December 1066, and the extent to which Duke William’s leadership was responsible for these successes.</p> <p>Most candidates are likely to focus on the period up to the battle of Hastings, and examiners should not expect much detail on the subsequent period. However, those that fail to go beyond Hastings cannot access Level 5.</p> <p>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 of Hastings, noting the dispositions of both sides and the use of cavalry by the Normans. The feigned retreat was a significant factor that broke the English lines and contributed to the Norman victory. Thereafter William took a long route to London, and during this time the remaining English nobles submitted to him. His coronation in December marked his final triumph.</p> <p>Other relevant factors that contributed to Norman success include the leadership of Harold Godwinson. He went into battle with an army that 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. Answers may also note 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.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of points concerning Duke William’s leadership in the stated period, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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, perhaps by considering William’s role 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.</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 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 the Norman conquest, and the extent to which the creation of a new landowning elite was the most important consequence of the conquest.</p> <p>Answers do not have to cover the whole of the stated timescale to access any level. Most candidates are likely to focus on the years to 1087.</p> <p>There is a wide range of material that candidates may use in answer to the question, and a comprehensive answer is not required. Equally, candidates may limit their answer to the reign of William I instead of attempting to cover some or all of the later chronology to 1135.</p> <p>In considering the stated factor, answers may refer to the rapid disappearance of the old Saxon elite, most of whom submitted to William’s rule. Henceforth the ownership of land depended on loyalty to the King and military service. Linked to the new land settlement was the extension of forests and forest laws, and penalties for breaking these laws were severe. The rights and titles of Saxon landowners were essentially ignored.</p> <p>Other consequences of the conquest include the severity of Norman rule, demonstrated most clearly in the harrying of the North in the years 1069 – 70. Castles were established at strategic points throughout the country to maintain Norman control over the English population. There were also significant religious changes carried out by Lanfranc, including the wholesale replacement of bishops, parish reform, and the establishing of the primacy of Canterbury. There were some changes to the system of government, but these were quite minor, and the existing shire courts and law codes remained in operation.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of changes brought by the conquest, and will support the analysis with a range of accurate factual material. in some depth. before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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, perhaps by considering matters such as castles and control. 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 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 reign of Henry II, and the extent to which legal and financial reforms contributed to the increasing power of the monarchy during the king's reign.</p> <p>In considering the stated factor, answers may note that the conflict between Stephen and Matilda in the years 1135-54 had weakened the authority of the crown and allowed for the rise of over-mighty subjects. Henry carried out a wide range of reforms, all designed to reassert royal authority in church and state. The legal system was reformed by the Assizes of Clarendon and Northampton, and equity in law was furthered by the itinerant justices and the Court of the King's Bench. These reforms helped to restore the rule of law, which had been uncertain under Stephen. Royal income, which was seriously affected under Stephen, was stabilised and increased by reforming the Exchequer and introducing effective audits of sheriffs' returns; the recovery of royal lands alienated by Stephen further improved Henry's financial position.</p> <p>Other factors that strengthened royal power included Henry's decision to address the power of the barons and sheriffs. There was wholesale replacement of the latter and the restoration of royal authority over the nobility in many areas of the country, often by the demolition of illegal castles. Henry's attempts to address the growing power of the church were only partially successful thanks to the opposition of Becket; clerical trials and the election of bishops remained matters in dispute. The whole reform programme was supervised by the king, whose itinerant kingship tried to ensure that his policies were being carried out, especially in remote parts of the country.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of ways in which Henry increased royal power, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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. 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 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 reign of Richard I, and requires a judgement on the extent to which it proved disastrous for both England and the Angevin territories.</p> <p>Answers that deal with only England, or only the Angevin territories, cannot access Level 5.</p> <p>Richard's reign seriously weakened royal finances and the country's economy. The king had to raise vast sums of money for both the Third Crusade and for maintaining his hold on his Angevin possessions. Large numbers of offices were sold, and in 1190 £31,000 was raised, double the amount of the previous year. Richard's absences also affected the government of England. Longchamp's rule as justiciar was very unpopular, but his successor Hubert Walter proved a more talented minister and legal reformer. However, the government was unable to maintain stability within England throughout the 1190s, as was demonstrated by the attacks on the Jews in 1190, and by John's disloyalty in 1193. After his release from the emperor's custody, Richard remained in France for most of the time in order to resist the expansionary designs of Philip Augustus. Richard did win some significant victories, but never managed to recover all of Normandy.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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, perhaps by considering England's financial difficulties. 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 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 the Black Death of 1348-50, and the extent to which existing economic conditions were responsible for its dramatic impact.</p> <p>In considering the stated factor answers may refer to some of the key features of economic life in early 14th century England. An important economic change was urbanisation, as shown in the growth of existing towns such as London, Lincoln, York and Norwich, and in the development of new towns such as Leeds, Liverpool and Harwich. A dense population, insanitary conditions, and pollution in streets, rivers and water supplies were all conditions that allowed the Black Death to spread rapidly. Many towns and cities lost half of their population in the years 1348-50. The expansion of internal and external trade meant that many coastal towns had developed strong links with both France and the Hanseatic cities.</p> <p>Other relevant factors relating to the dramatic impact of the Black Death include the limited medical knowledge of the time, and the lack of understanding of contagious diseases. The crude disposal of bodies might be noted, leading to a high death rate among priests and those who ministered to infected people. Soldiers returning from the Hundred Years War were potential carriers of the disease. Answers may also note that the population had not recovered completely from the famine of 1315.</p> <p>Level 5 answers will have a secure focus on the question, will address existing economic conditions and some other relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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, perhaps by considering the state of towns and cities. 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 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 extent to which the effects of the Black Death seriously threatened the power of the monarchy and the landed classes in the years 1350-81.</p> <p>In considering the stated factor, answers may note the widespread effects of the Black Death on England's economy and society. The rapid population fall affected the manorial system. Many peasants gained their freedom and the introduction of wages encouraged them to continue to work on estates. The greater value of labour led to a rise in wages, which the Ordinance and Statute of Labourers were unable to check. As peasants gained more employment options and mobility there was a rise in urban migration. Thus the traditional feudal rights of monarchy and nobility were increasingly eroded, and one of the chief demands of the peasants in 1381 was the abolition of labour legislation and villeinage.</p> <p>Answers may note that several changes brought about by the Black Death had increased the economic power of the peasantry, and contributed to the outbreak of the Peasants' Revolt of 1381. The revolt was centred on the East of England, where there were many small free landowners. Their demands suggested a growing political sophistication and that they wished to become more involved in the affairs of state. Candidates should reach some judgement on how seriously the power of the monarchy and the landed classes had been threatened by the effects of the Black Death overall.</p> <p>Level 5 answers will have a secure focus on the question, will address the effects of the Black Death and some other relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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, perhaps by considering the rising economic power of the peasantry. 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 responses 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 Henry V’s decision to invade France in 1415, and the extent to which the personal weaknesses of Charles VI were responsible for that decision.</p> <p>In considering the stated factor, answers may refer to Charles VI’s severe psychiatric disorder. The King was convinced that he was made of glass, refused to allow people to touch him, and wore reinforced clothing to protect himself from accidental “shattering”. This apparent insanity reinforced growing divisions within the French nobility, including the hostility between the Armagnacs and the Burgundians, which erupted into a major conflict in 1413. Henry was convinced that the problems the French crown was experiencing affected French military strength.</p> <p>Other factors that influenced Henry’s decision include his strong support within England for an invasion of France. Parliament granted the King increased subsidies for a conflict they saw as potentially highly profitable; and both nobles and clergy provided large loans for the war. Henry faced no domestic threats to his position following the pacification of both Wales and Scotland. Answers may also note that there was some uncertainty over Lancastrian rule dating back to Bolingbroke’s usurpation of 1399, which Henry was determined to remove. Henry was also able to raise a substantial military force without difficulty, including a large number of experienced archers. Answers might also note Henry’s quest for personal glory.</p> <p>Level 5 answers will have a secure focus on the question, will address Charles VI’s personal weaknesses and some other relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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, perhaps by considering divisions within the French ruling class. 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 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 requires a judgement on the effectiveness of Bedford's leadership of the English in France in the years 1422-35.</p> <p>In the years to 1422 Bedford had worked well with Henry V in gaining several territories in France. After the king's death he was responsible for both the government and English military forces in France. He built on Henry's successes with the victory at Verneuil in 1424, which consolidated England's conquest of Normandy. English victories continued in 1428 when Salisbury's forces occupied Paris and went on to besiege Orleans. However, by the early 1430s Bedford found it increasingly difficult to maintain England's hold on her conquest, partly because of the insufficient forces at his command, and partly because of the revival of the French monarchy under Charles VII. Answers may note the influence of Joan of Arc from the late 1420s.</p> <p>As well as his military skills, Bedford displayed great ability in both diplomacy and government. Burgundian forces contributed to his military successes, and both his council and the parlement in Paris included many Burgundians. His government was broadly popular and there was little opposition to his rule.</p> <p>Level 5 answers will have a secure focus on the question, will address aspects of Bedford's military and political leadership, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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, perhaps by considering Bedford's military campaigns. 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 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 England in 1455, and the extent to which divisions among the nobility were responsible for the outbreak of war.</p> <p>In considering the stated factor, answers may note that noble divisions were linked to the ambitions of York, and to Henry VI's collapse in 1453. In that year disagreement between the Nevilles and Percies in the north led to open conflict, and in 1454 York's opponents, notably Wiltshire and Bonville in the west, Exeter and Egremont in the north, began to collect private armies.</p> <p>Other factors that contributed to the outbreak of conflict include the personal weaknesses of Henry VI, whose insanity in 1453-54 destabilised royal power; and the ambitions of Margaret of Anjou, including her role in government. Castillon was a huge blow to the Crown's prestige, and the loss of lands in France only increased the monarchy's financial weaknesses. The ambitions of York contributed to the outbreak of conflict. His alienation from the king was worsened when he failed to gain sufficient recompense for massive expenses incurred in France. In 1453 he used his position on the council to have Somerset imprisoned. When Henry recovered his power in 1455 he deprived York of the office of Protector, which encouraged York to raise an army against the king.</p> <p>Level 5 answers will have a secure focus on the question, will address the divisions among the nobility and some other relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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, perhaps by considering Henry VI's 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 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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12	<p>The question is focused on the reigns of Edward IV and Richard III, and the extent to which they restored royal power in the years 1471-85.</p> <p>Answers may note that in his second reign Edward neutralised the threat from over-mighty subjects, and continued to rely on local nobles to establish his authority in the provinces. This policy, coupled with the use of sheriffs and JPs, meant that there were no uprisings during the second reign. Royal finances improved through the use of the Chamber and the growth of revenues from customs and Crown lands. Edward’s successful campaigns against Scotland and France may also have contributed to domestic stability. Although Richard III’s reign ended in defeat at Bosworth, there are signs that royal authority was maintained during his short reign. Buckingham’s rebellion was easily defeated, and there was little serious opposition to the usurpation of 1483. Most of the nobility pledged their support to Richard, though a few malcontents fled to Henry Tudor’s court in France.</p> <p>In framing a challenge to the question, candidates may suggest that royal authority was not completely restored in these years. The Lancastrian challenge to the Yorkists remained in existence thanks to Henry Tudor. This challenge became more serious during Richard's reign as disaffected Yorkists fled from England after 1483. While Richard maintained his position with reasonable success for most of his reign, his presumed murder of the Yorkist princes weakened both his support and his authority.</p> <p>Level 5 answers will have a secure focus on the question, will address the restoration of royal power during both reigns and some other relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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. 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 responses 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

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13	<p>The question is focused on the reign of Henry VII in the years 1485-99, and the extent to which his actions and policies within England consolidated his position as King.</p> <p>There is a substantial amount of relevant material available: examiners should not expect comprehensive coverage of the following and other relevant points.</p> <p>In the months after Bosworth Henry took several steps to consolidate his position. Both Parliament and the Papacy confirmed Henry's claim to the throne, which was further strengthened by his marriage to Elizabeth of York and the birth of several children. Henry also overcame the challenges mounted by Simnel and Warbeck, which were both serious threats supported by following powers. He was also successful in suppressing the risings in Yorkshire and Cornwall.</p> <p>Henry also took steps to improve the government and royal finances. Crown finances were placed on a more secure footing through measures such as improved supervision of crown lands and the king's insistence on his full feudal allowances. He maintained close supervision of financial affairs through the Chamber rather than the Exchequer. At the same time the government and the legal system were both improved. The Council of the North and the Council of Wales strengthened royal power in outlying areas, and the role of Justices of the Peace was enhanced.</p> <p>An important way in which Henry consolidated his own position was the steps he took to weaken noble power. The various measures that he introduced to control them, including bonds, recognisances, and attainders, all proved to be successful over time.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of ways in which Henry consolidated his position, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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, perhaps by considering some methods of noble control. 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 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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14	<p>The question is focused on the extent to which Henry VII improved the state of royal finances during his reign.</p> <p>Information that considers factors other than financial change is likely to be irrelevant.</p> <p>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. Answers may note Henry's policies towards the nobility, and the significance of exactions such as bonds, recognisances and loans.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, 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. 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 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30