

# Mark Scheme (Results)

Summer 2013

GCE History (6HI01)

Option A

England in the Middle Ages and the  
Transition to the Early Modern World

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Publications Code US036123

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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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> 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><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> 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, or 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><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> 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><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> 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><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 5: 27-28 marks</b> As per descriptor</p> <p><b>High Level 5: 29-30 marks</b> 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
<b>Total Marks</b>	<b>60</b>	<b>60</b>
<b>% Weighting</b>	<b>25%</b>	<b>25%</b>

A1 Alfred the Great and the Vikings, 793-c900

Question Number	Indicative content	Mark
1	<p>The question is focused on the Viking threat to the kingdoms of Anglo-Saxon England in the years 793-877, and on the extent to which the nature of that threat changed over time.</p> <p>Candidates are not required to provide a range of detailed information on the period of 793-c840, when Viking raids were essentially carried out in the summer months, usually to seize treasure from churches and monasteries.</p> <p>From the 840s until 865 the Viking challenge began to change from sporadic raiding to assaults on a larger scale. Extensive areas of coastal land fell under Viking control, and their leaders began to demand danegeld from the English kingdoms.</p> <p>The greatest change to the Viking threat came in the years 865-877. The Great Heathen Army of 865 was a substantial force of 5000 men who landed from 300-400 ships; these men intended, not just to raid, but to settle. They were followed six years later by the Great Summer Army of 871. These forces, under the strong leadership of the ‘sons of Ragnar Lothbrok’, overthrew the Anglo-Saxon rulers in East Anglia, Northumbria, and Mercia and began to settle in these kingdoms.</p> <p><b>Level 5:</b> answers will have a secure focus on the question, will consider the nature and extent of the changing Viking threat over time, and will support the analysis with a range of accurate factual material in some depth.</p> <p><b>Level 4:</b> answers will address some features of the changing threat, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, and may focus on only a limited part of the chronology.</p> <p><b>Level 3:</b> answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies.</p> <p><b>Level 2:</b> answers offer a few simple statements supported by limited though broadly accurate material in places.</p> <p><b>Level 1:</b> answers will consist of a few simple statements only.</p>	30



Question Number	Indicative content	Mark
2	<p>The question is focused on Alfred’s reign from his victory at Edington in 878 until his death in 899, and requires a judgment on the extent to which this period was one of unbroken royal success.</p> <p>Answers do not have to consider all aspects of Alfred’s rule; for example, candidates who focus chiefly on Alfred’s military and defence policies can access all attainment levels.</p> <p>In the years after Edington Alfred introduced some wide-ranging military and naval reforms. Naval defences were improved with the establishment of an effective coastal defence fleet. The problem of maintaining the fyrd as a fighting force throughout the year was tackled by the establishment of a network of burhs, a self-supporting protection system which covered the whole kingdom. At any one time, half the fyrd was on active service while the other half remained at home. Candidates may note that these measures were tested in 892 with the incursions of Haesten and the Appledore Vikings. The reforms proved ineffective at first and could not prevent the invaders from breaking deep into Wessex as far as Exeter. However, by 896 both the burhs and the fyrd proved their worth when Haesten abandoned his attacks and withdrew from the kingdom. Answers may also refer to Alfred’s treaty with Guthrum in 886 which recognised the establishment of Alfred’s control over London and parts of Mercia. Other aspects of Alfred’s reign may be considered, including the spread of culture and education, the establishment of a settled code of law, the revival of monasticism and the establishment of friendly relations with the papacy.</p> <p><b>Level 5:</b> answers will have a secure focus on the question, will consider the level of success which Alfred achieved after 878, and will support the analysis with a range of accurate factual material in some depth.</p> <p><b>Level 4:</b> answers will address some features of Alfred’s government, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, and may focus on only a limited part of the chronology.</p> <p><b>Level 3:</b> answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies.</p> <p><b>Level 2:</b> answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p><b>Level 1:</b> answers will consist of a few simple statements only.</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 military leadership of Harold Godwinson in 1066, and the extent to which this contributed to his defeat by William of Normandy.</p> <p>Candidates may note that Harold showed strong leadership in the early months of his reign. He was able to gather together a substantial force and marched northwards very rapidly to meet the threat posed by Harald Hardrada. The victory at Stamford Bridge confirmed Harold's military skills. However, he made several significant errors thereafter. The rapid march back to London exhausted his forces, many of whom dispersed to bring in the harvest. Some may see Harold as being reckless in pushing on to Hastings without waiting for reinforcements from Edwin and Morcar. Defeat at Hastings was due less to Harold's own mistakes than to the errors committed by his troops, notably their action in response to William's feigned retreat.</p> <p>Other reasons for Harold's defeat at Hastings include the different qualities of the opposing armies, with the largely peasant army from Sussex and Kent opposed by a well-disciplined fighting force used to military service: the outstanding leadership of William of Normandy; and the flying of the papal gonfalon, suggesting divine support for William's cause.</p> <p><b>Level 5:</b> answers will have a secure focus on the question, will consider the quality of Harold's military leadership, and will support the analysis with a range of accurate factual material in some depth.</p> <p><b>Level 4:</b> answers will address some reasons for Harold's defeat at William's hands, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, and may focus on only the personal qualities of both Harold and William of Normandy.</p> <p><b>Level 3:</b> answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies.</p> <p><b>Level 2:</b> answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p><b>Level 1:</b> answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the steps taken by William I to establish his power over England and its people after 1066, and requires a judgment on why this process was so drawn out.</p> <p>Candidates may suggest that the rising of 1075, which led to the execution of Waltheof, the last Anglo-Saxon earl, marks the point when William's power was finally established. In the early years of Norman rule William's policy was conciliatory towards the English. The risings of 1067 were only lightly suppressed. The rising in Exeter in 1068 posed a serious challenge to William's control, but the town was treated well after the rising was put down. One reason why it took so long for William to establish his power over England was the range and strength of the forces opposed to him. Eadric the Wild and Hereward the Wake posed only a minor threat to the king's security. However, the Northern Rising of 1069-70 involved most of the Northumbrian aristocracy, Malcolm II of Scotland and Swein of Denmark. William was compelled to switch from conciliation to brutality with the systematic destruction of the north of England and its infrastructure. Answers may also mention the hurried building of a network of castles as visible instruments of the conquest and focal points for the Norman colonisation of England.</p> <p><b>Level 5:</b> answers will have a secure focus on the question, will consider the difficulties which William encountered in establishing his power, and will support the analysis with a range of accurate factual material in some depth.</p> <p><b>Level 4:</b> answers will address some features of English opposition to William, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, and may focus on only a small number of rebellions.</p> <p><b>Level 3:</b> answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies.</p> <p><b>Level 2:</b> answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p><b>Level 1:</b> answers will consist of a few simple statements only.</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 on the extent to which the King restored the power of the monarchy in England.</p> <p>Answers must focus on royal power in the England; references to the Angevin Empire overseas are likely to be irrelevant.</p> <p>Candidates are not required to have extensive and detailed knowledge of the dislocation and weakening of royal power which occurred during the reign of King Stephen, but may show some contextual awareness. Henry acted against the illegal extension of baronial power. He demolished several illegal castles, and restored royal authority in many counties, including Yorkshire, Hereford and Hampshire. He maintained tight control over his nobles and created no new earldoms during his reign. Henry also restored royal control over the legal system. The inquest of sheriffs in 1170 led to their wholesale replacement, and legal reforms were codified in the Assizes of Clarendon in 1166 and Northampton in 1176. The Court of King's Bench became the focal point of a restored and working judicial system. Henry's financial reforms also strengthened the monarchy. He reconstructed the workings of the exchequer, improved the system of auditing the returns of the sheriffs, recovered royal lands alienated by Stephen and updated the payment of knights' fees. Henry's attempts to assert royal power over the church were less successful. Conflict with Becket prevented Henry from tackling clerical courts or his role in the appointment of bishops.</p> <p><b>Level 5:</b> answers will have a secure focus on the question, will consider a number of relevant points on the restoration of royal power, and will support the analysis with a range of accurate factual material in some depth.</p> <p><b>Level 4:</b> answers will address the question of royal power, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, with uneven treatment perhaps focused on legal and financial reforms.</p> <p><b>Level 3:</b> answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies.</p> <p><b>Level 2:</b> answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p><b>Level 1:</b> answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the reign of King John, and the extent to which the King was personally responsible for problems he faced at home and abroad during his reign.</p> <p>John faced many problems on his accession. The crown was in serious financial difficulties after having financed Richard I's expensive campaigns in the Crusades and in France, as well as paying a vast ransom to release the king from the emperor's imprisonment. On a personal level, many barons remembered John's treachery towards his father and his brother from the late 1180s. Opposition to John grew because of the huge financial demands he made on the nobility and for his enthusiastic exploitation of the profits from royal justice. He also lost support as a result of his disastrous marriage, the murder of Arthur, and because he placed his trust in only a small group of favoured men. His arguments with the church led to the interdict of 1208 and his own excommunication the following year. John was unable to counter the determined power and opposition of Philip Augustus of France which led to the loss of most of his overseas territories in the years 1199-1204. Efforts aimed at reconquest in 1206 and 1214 were both failures; John's efforts were weakened by the growing financial crisis. The crises of John's reign led to the Baronial Revolt and the king's acceptance of Magna Carta.</p> <p><b>Level 5:</b> answers will have a secure focus on the question, will consider a number of reasons explaining the problems which John faced, and will support the analysis with a range of accurate factual material in some depth.</p> <p><b>Level 4:</b> answers will address some problems of the reign, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, with uneven treatment perhaps focused on the Church and the barons.</p> <p><b>Level 3:</b> answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies.</p> <p><b>Level 2:</b> answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p><b>Level 1:</b> answers will consist of a few simple statements only.</p>	30

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

Question Number	Indicative content	Mark
7	<p>The question is focused on changes in agriculture and industry in the years after 1348, and the extent to which these were influenced by the effects of the Black Death.</p> <p>Candidates are not required to deal with agriculture and industry in equal measure, and may focus much of their attention on changes in agriculture.</p> <p>Labour shortages in the years after 1348 led to significant changes in agriculture. Peasant labour was in very short supply, which led to the payment of higher wages. There was also increasing peasant mobility as families left their villages to work for landowners who were willing to pay high wages. Some labourers were able to convert to independent farming because of the collapse in land values. Moreover, feudal labour services were increasingly ignored despite efforts by the crown to maintain them. Industries were severely hit by the effects of the Black Death. The population of many towns and cities fell by more than 50 per cent, and there followed a severe shortage of skilled craftsmen in many industries. The collapse of traditional markets and of overseas trade disrupted the patterns of urban trade for many decades.</p> <p><b>Level 5:</b> answers will have a secure focus on the question, will consider changes in both agriculture and industry, and will support the analysis with a range of accurate factual material in some depth.</p> <p><b>Level 4:</b> answers will address some relevant features of agricultural and industrial change, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, with uneven treatment of both points.</p> <p><b>Level 3:</b> answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies.</p> <p><b>Level 2:</b> answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p><b>Level 1:</b> answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the causes of the Peasants Revolt of 1381 and the significance of the poll taxes of 1377-80 in causing the rebellion.</p> <p>The poll tax was introduced in 1377 to pay for English campaigns in France. It was a flat rate tax of four pence for adults, although clergy were required to pay 12 pence. The tax of 1379 maintained a basic rate of four pence, but was levied at up to six times that amount for tradesmen and skilled workers. The tax agreed in 1380, which began to be collected in March 1381, trebled the poll tax to 12 pence, a figure which caused serious difficulties for larger families. Attempts to collect the tax at Fobbing and Brentwood in Essex led to a refusal to pay and the outbreak of widespread revolts in Essex and Kent.</p> <p>Other factors which led to the 1381 revolt include attacks on corrupt officials who were believed to surround the young King, including John of Gaunt and Simon Sudbury, Archbishop of Canterbury. There was lingering resentment over the Ordinance and Statute of Labourers of 1349 and 1353, and over the Sumptuary Laws; anger at military failures abroad; and the mismanagement of royal finances. Growing anti-clericalism was demonstrated by the peasants' demands for the confiscation of church lands.</p> <p><b>Level 5:</b> answers will have a secure focus on the question, will consider a number of reasons for the revolt of 1381, and will support the analysis with a range of accurate factual material in some depth.</p> <p><b>Level 4:</b> answers will address some relevant reasons for revolt, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, with uneven treatment between the stated and other factors.</p> <p><b>Level 3:</b> answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies.</p> <p><b>Level 2:</b> answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p><b>Level 1:</b> answers will consist of a few simple statements only.</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 and 1415 and the extent to which divisions within the French nobility were the main reason for his action.</p> <p>Henry used the divisions very skilfully before his invasion: his negotiations with both the Armagnacs and Burgundians only deepened the divisions between the two. Both sides wanted a comprehensive settlement with England. John of Burgundy wished to extend his territories and establish his independence, while the Armagnacs were looking for a settlement with England on the lines of the Treaty of Bretigny of 1360. Henry realized that these divisions gave him a clear chance of success in France.</p> <p>Other factors which influenced Henry include the fact that the noble divisions were compounded by the insanity of Charles VI, which weakened France's military potential and the effectiveness of its government. There was also strong support within England for the invasion. The nobility and clergy gave substantial loans as well as providing men for the king's army, and parliament voted a huge subsidy. Wales and Scotland had been pacified and there were no significant domestic threats to Henry's security. Henry also intended to put an end to any lingering doubts over the legitimacy of the Lancastrian crown following Bolingbroke's usurpation of 1399.</p> <p><b>Level 5:</b> answers will have a secure focus on the question, will consider the significance of the stated factor and other relevant points, and will support the analysis with a range of accurate factual material in some depth.</p> <p><b>Level 4:</b> answers will address the question, some relevant features of agricultural and industrial change, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, and may focus in some detail on French weaknesses.</p> <p><b>Level 3:</b> answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies.</p> <p><b>Level 2:</b> answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p><b>Level 1:</b> answers will consist of a few simple statements only.</p>	30



Question Number	Indicative content	Mark
10	<p>The question is focused on the gradual loss of English territories in France in the years 1435-53, and the extent to which this can be explained by poor leadership.</p> <p>In considering the stated factor answers may refer to the death of the Duke of Bedford in 1435, and that his successors, notably Suffolk, were less confident and able. Suffolk's cession of Maine in the 1440s, which he hoped would lead to a permanent peace, was bitterly resented within England. At the same time, the minority of Henry VI and the weaknesses of his adult rule contributed to the decline in the English position in France. Answers may also note the growing paralysis of English government in the years to 1453.</p> <p>Other relevant factors which may be discussed include the revival in the power and prestige of the French monarchy which had begun in the late 1420s. Charles VII was given a significant boost in 1435 when Philip the good abandoned the Anglo-Burgundian Alliance. By 1449 Charles was strong enough to mount a successful invasion of Normandy, and went on to seize the last remnants of Eleanor of Aquitaine's inheritance in 1451-52. Changing French battle tactics were also significant, including the effective use of cannon, which helps explain French success at Formigny in 1450 and at Castillon in 1453.</p> <p><b>Level 5</b> answers will have a secure focus on the question, will address the importance of poor English leadership along with some other relevant factors, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p><b>Level 4</b> 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><b>Level 3</b> answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the death of Bedford. 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><b>Level 2</b> answers will be offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p><b>Level 1</b> 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 military conflict in England in the years 1455-61, and the extent to which bitter divisions among the nobility were responsible for the intensity of that conflict.</p> <p>Disputes among the nobles became widespread during the reign of Henry VI, with serious rivalry among noble families in the north and west of the country. There was also a bitter feud which developed between Margaret of Anjou and Richard Duke of York. York's removal from his first protectorate was responsible for the first skirmish of the war, at St. Albans in May 1455. Over the next few years both sides built up powerful forces which reflected their divisions. Perhaps most significant was the alliance which developed between Margaret of Anjou, Somerset and other leading nobles against York.</p> <p>Other relevant factors include the Parliament of Devils of 1459, which arraigned York for treason, an action which only intensified the conflict. Neither side was able to gain a decisive advantage until 1461. The Yorkist victory at Northampton led to the capture of Henry VI. The Lancastrian forces were unable to capitalise on the defeat and death of York in 1460 at Wakefield nor on their success in the second battle of St. Albans in 1461. The skilful leadership of the Earl of March led to the final Yorkist victory at Towton in 1461, and the establishment of the Yorkist dynasty in the person of Edward IV.</p> <p><b>Level 5:</b> answers will have a secure focus on the question, will consider the stated factor and other relevant factors, and will support the analysis with a range of accurate factual material in some depth.</p> <p><b>Level 4:</b> answers will address the question, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, and may focus on the conflict between York and Margaret of Anjou.</p> <p><b>Level 3:</b> answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies.</p> <p><b>Level 2:</b> answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p><b>Level 1:</b> answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the reigns of Edward IV and Richard III, and requires an explanation of why Edward was able to defeat challenges to his rule in 1470-71, while his brother failed against Henry Tudor in 1485.</p> <p>Warwick's growing disagreements with Edward led to his failed rebellion of 1469 and his flight to France. Louis XI proposed an alliance between Warwick and Margaret of Anjou and plans were drawn up for an invasion of England in 1470. Edward fled to Burgundy where Charles the Bald agreed to provide both funds and military support for Edward's own invasion of 1471. This culminated in the battle of Barnet and the death of Warwick, and the beginning of Edward's second reign.</p> <p>Richard III's defeat in 1485 came after two difficult years as king. His usurpation and the subsequent disappearance of Edward IV's two sons cast doubts on Richard's claim to the throne. Many Yorkist nobles left England to join Henry Tudor in France, where his growing backing persuaded the French to support the invasion of 1485. There was also much resentment against the role of 'northerners' at the king's court, and his failures in Scotland. Answers may refer to the events of mid-1485, notably the course and outcome of the battle of Bosworth. Candidates may consider Richard's mistakes in the battle and the crucial role played by the Stanleys.</p> <p><b>Level 5:</b> answers will have a secure focus on the question, will consider a number of reasons for Edward's success and Richard's failure, and will support the analysis with a range of accurate factual material in some depth.</p> <p><b>Level 4:</b> answers will address the question, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, and may focus more on Richard than on Edward.</p> <p><b>Level 3:</b> answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies.</p> <p><b>Level 2:</b> answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p><b>Level 1:</b> answers will consist of a few simple statements only.</p>	30

A7 The Reign of Henry VII, 1485-1509

Question Number	Indicative content	Mark
13	<p>The question is focused on the reign of Henry VII, and the extent to which his hold on power was secure throughout the years 1485-1509.</p> <p>Examiners should note that candidates may agree with the question, or challenge its premise: both approaches are valid.</p> <p>Answers may comment on Henry’s claim to the throne by noting his victory at Bosworth and his descent from Edward III. Parliament and the Papacy confirmed his title, and his position was strengthened by his marriage to Elizabeth of York. However, Henry was plagued by Yorkist opposition from most of his reign. He had to deal with the rebellion of Lovell and the Stafford brothers in 1486, Simnel in 1487, and Warbeck throughout the 1490s. Even towards the end of his reign Henry was concerned by a possible challenge from Suffolk. Henry was also threatened to varying degrees by the rebellions in Yorkshire and Cornwall. The King’s policies towards the nobles may be commented on, notably the restraints placed on them by bonds and recognisances, and the extent to which these actions caused significant noble resentment.</p> <p>Answers may also consider some contrary evidence, such as Henry’s successful financial policy: his achievements in foreign policy, notably with Spain and Scotland; and the fact that Henry VIII’s accession in 1509 was unchallenged.</p> <p><b>Level 5</b> answers will have a secure focus on the question, will address the nature of Henry’s hold on power, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p><b>Level 4</b> 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><b>Level 3</b> answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the Simnel and Warbeck rebellions. 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><b>Level 2</b> answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p><b>Level 1</b> 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 foreign policy throughout his reign, and the extent to which it enhanced his prestige at home and abroad.</p> <p>Answers are likely to consider the four countries named in the clarification of content. Candidates may consider the treaty of Medina del Campo with Spain of 1489, which included key articles against the Yorkist pretenders and the proposal for a marriage between Catherine of Aragon and Prince Arthur. The Spanish alliance did enhance Henry's domestic prestige and made him an influential member of the European diplomatic system. However, the alliance fell into difficulties after the death of Arthur in 1502 and of Isabella of Castile in 1504. Relations with France were settled by the Treaty of Etaples in 1492 which followed Henry's invasion of that year. The pension which it provided, and the apparent victory over the French, raised Henry's prestige in England. Relations with Burgundy improved after the death of the Dowager Duchess Margaret and the cementing of Anglo-Burgundian trade through the Magnus Intercursus. James IV of Scotland abandoned his support for the Yorkist cause with the truce of Ayton in 1497 and the Treaty of Perpetual Peace of 1502. Friendly relations between England and Scotland were cemented with the marriage of James to Margaret Tudor.</p> <p><b>Level 5:</b> answers will have a secure focus on the question, will consider the extent to which Henry's diplomacy enhanced his domestic and foreign prestige, and will support the analysis with a range of accurate factual material in some depth.</p> <p><b>Level 4:</b> answers will address the question, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, and may not focus evenly on the four countries mentioned above.</p> <p><b>Level 3:</b> answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies.</p> <p><b>Level 2:</b> answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p><b>Level 1:</b> answers will consist of a few simple statements only.</p>	30

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