



Mark Scheme

Summer 2017

Pearson Edexcel GCE AS
In History (6HI01) Paper 1A

Paper 1A England in the Middle Ages and the
Transition to the Early Modern World

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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>

<p>3</p>	<p>13-18</p>	<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>
<p>4</p>	<p>19-24</p>	<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 Viking successes against the Anglo-Saxon kingdoms in the years 793-877, and the extent to which their military skills contributed to their success.</p> <p>In considering the stated factor answers may note that in the years 793-c840 Viking successes might be attributed to the fact that their raids were sporadic and unpredictable. From the early 840s the summer raids grew in size and the Vikings began to settle on extensive tracts of coastal land, largely unchallenged by local rulers. Significant change occurred from 865, and answers may refer to the sheer size of Viking forces, their extensive seapower and their use of speed and surprise. The ferocity of their fighting, including the berserkers, may be mentioned.</p> <p>Other relevant factors which explain Viking successes include the poor leadership and divisions among and within the Anglo-Saxon kingdoms. Each of the kingdoms which the Vikings attacked had their own domestic difficulties. East Anglia under King Edmund had only limited military forces: Northumbria was divided by civil conflict; and Mercia under Burgred was virtually bankrupt. None of the Anglo-Saxon leaders could match Ivarr the Boneless in terms of leadership.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of points on Viking military skills and 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>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 strength of Viking forces. 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 kingdom of Wessex in the years 879-c900, and on the extent to which Alfred improved the state of his kingdom in these years.</p> <p>Answers may suggest that Alfred's main concern after Edington was to strengthen his kingdom's defences, and may refer to the development of a coastal fleet, the reorganisation of military power through the burhs and the reform of the fyrd, and the growth of an effective defence system as suggested in the Burghal Hidage. The kingdom was also strengthened when parts of Mercia, including London, fell under Alfred's control in 886. Answers may note that these reforms were only partly effective against the renewed Viking threat of the 890s, but did improve over time.</p> <p>The state of Wessex was also improved through Alfred's interest in the Church. Monasteries were established at Athelney and Shaftesbury and Alfred subsidised their building in other kingdoms. Waerferth of Winchester and Plegmund of Mercia helped in the reorganisation of the church in Wessex. Strong relations were established with Pope Formosus. The collapse of education which occurred during the Viking invasions was tackled with the establishing of a court school, and with inviting scholars such as Grimbold and Asser into the kingdom. Literacy was promoted through translations of, for example, the Pastoral Care and the works of Bede. Cultural developments may be inferred by the evidence of the Alfred jewel, the Abingdon sword, and the Fuller brooch. Answers may consider the extent of success in these areas.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of ways in which Alfred improved the state of his kingdom, 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 military 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 the military campaigns undertaken by Harold Godwinson in 1066, and requires an explanation of why he was victorious at Stamford Bridge but not at Hastings.</p> <p>It is not expected that answers will deal equally with both campaigns: most candidates are likely to consider Hastings.</p> <p>Answers may note that Hardrada's threat appeared a substantial one. He landed in the north with a substantial force of perhaps 15,000 men, and linked up with Tostig's much smaller forces. Their joint forces defeated the armies of Edwin and Morcar in a hard fought battle at Gate Fulford. Hardrada was surprised by Godwinson's swift arrival in the north. Many Norwegian troops had remained in York, and those with Hardrada were only lightly armoured. The battle of Stamford Bridge was an easy victory for Godwinson, and Hardrada and most of his forces were killed.</p> <p>After Stamford Bridge Godwinson was forced to march rapidly back to London and then to the south coast to meet the Norman challenge. In the process his forces were depleted and the remainder exhausted, but the King did not wait for reinforcements from the Midlands. The opposing forces at Hastings were unevenly balanced, with the largely peasant English army facing of force of disciplined knights, cavalry, and superior bowmen. Candidates may comment on the differing leadership qualities of Harold and William displayed during the battle: Harold was unable to keep good order among his troops, but William's generalship and superior tactics were very effective.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of points on both Stamford Bridge and Hastings, 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 aspects of the battle of 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 the extent to which the devastation of Northern England in 1069-70 was the most important way in which Norman control was established over England after William I's coronation.</p> <p>In considering the stated factor answers may note the severity of William's actions in the north. In the late 1060s a rebellion was being planned in the north in favour of restoring the English monarchy in the person of Edgar the Atheling. William's response was to march north and take York. From here his forces spread over the surrounding countryside, destroying villages and their inhabitants. The harshness of their actions meant that most of Northern England was virtually depopulated, as the Domesday survey would later reveal. William's actions were so severe that there were no further significant rebellions against Norman rule.</p> <p>Other factors which established Norman control include the building of castles. Some 500 Motte and Bailey castles were established at strategic points throughout the country where they could dominate and overawe the local population. Hastings, and William's subsequent actions, meant that there was no effective English leadership to rally support against the Normans. The land settlement established after 1066 led to the creation of a Norman landowning military elite which was easily capable of suppressing opposition to Norman rule.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of ways in which Norman control was established over England, 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 only the harrying of the North. 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 church-state conflict during Henry II's reign, and the extent to which this was caused by the personalities of both Becket and the King.</p> <p>In considering the stated factor, answers may note the early friendship between Henry and Becket which soured rapidly when Henry promoted Becket to the see of Canterbury. Instead of supporting the King's attempts to diminish the growing rights and powers of the church, and its independence, Becket worked from the outset to defend the church against attacks made on it. In 1164 Becket refused to accept the constitutions of Clarendon: he was condemned at Northampton and fled to Flanders. Henry sought revenge by confiscating church revenues during Becket's absence, and by having his son crowned by the Archbishop of York.</p> <p>Candidates may also note that, for Henry, reform of the church constituted only one part of his wider programme of reform and of the restoration of Royal authority. He was especially concerned to assert the primacy of secular law, and end the misuse of church courts to protect the clergy. Thus the personal differences between the King and his Archbishop should be placed within a broader context.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, including the personalities of both Henry and Becket, 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 describing aspects of the church state conflict. 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 John's unpopularity in England, and the extent to which this was caused by the loss of Angevin territories during his reign.</p> <p>In considering the stated factor, answers may note John's early successes in France. In 1200 Philip recognised John's succession to all the Angevin lands. However, John's marriage weakened his support, which enabled Philip to take Maine and Anjou. John's misgovernment of Normandy further alienating his supporters and contributed to the French seizure of the territory. The King's attempts to regain lost lands in 1206 and 1214 both failed, and contributed to growing opposition to the King from his barons.</p> <p>Candidates may also refer to John's financial exactions, including substantial financial demands made of the barons and the King's aggressive pursuit of his feudal rights. The King's quarrels with the church led to the interdict of 1208, and John's excommunication the following year. John was already disliked for his treachery towards both his father and his brother, and the murder of Arthur sparked widespread revulsion. Many barons were denied a part in the government of the country since the King tended to trust only a small number of men.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of points including the loss of Angevin territories in France, 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 baronial opposition to John. 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 years 1348-75, and the extent to which the plagues of these years severely damaged England's economy and society.</p> <p>Answers may refer to existing social and economic conditions in mid-14th century England, including overpopulation and the growth of towns. Overcrowding, primitive sanitation, polluted rivers and inadequate cesspits, all of these allowed successive plagues to spread rapidly, leading to high mortality rates in towns and cities. The plagues were often carried by ships, which affected coastal towns and ports such as Bristol and Harwich disproportionately. There was an exceptionally high death rate in isolated communities such as monasteries and of nunneries. The plagues of 1361-64, 1368, 1371 and 1373-75 affected many boys and young men, with significant consequences for future population increase. However, answers may also note that, while rural depopulation was quite severe in these years, the urban population did recover quickly.</p> <p>Other effects of the plagues include significant changes in the urban economy. Most towns had vacant dwellings and workshops, along with a lack of skilled craftsmen and guildsmen; and there was a rapid decline in the number of markets, and a fall in staple exports of wool and cloth. Trade links with France, the Low Countries and the Baltic were reduced, weakening the economies of coastal towns. Again, a contrast might be made between the rural and urban economies.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of ways in which the plagues damaged England's economy and society, 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 features of agricultural change. 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 Peasants' Revolt of 1381, and the extent to which the Poll Taxes were the trigger rather than the fundamental cause of the rebellion.</p> <p>In considering the stated factor, answers may note the changes in the poll taxes in the years 1377-81. The flat rate of four pence introduced in 1377 was manageable for most people. However, the tax imposed in 1380-81 treble to this rate to twelve pence, which most families could not afford. Attempts to collect the tax led to the outbreak of widespread revolts in Essex and Kent, and the co-ordination of these revolts into the revolt of 1381.</p> <p>Other relevant factors which may be considered include the long-term changes in the status of the peasants since c1350. The declining population led to the growth of a free peasantry, many of whom became independent landowners who resented the powers exercised by manorial lords. Several of the demands of 1381 sought the ending of traditional feudal rights such as villeinage. There were also attacks on some of the King's advisers, including John of Gaunt and Archbishop Sudbury. Many were concerned over increasing military setbacks in Europe and the consequent threats to the security of the south coast. For many peasants the revolt of 1381 was used to promote radical demands aimed at the creation of a more equal society.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of points including the significance of the Poll Taxes, 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 poll tax of 1380-81. 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 England's campaigns in France in the years 1415-20, and requires a judgement on why the French were unable to mount an effective challenge to their opponents.</p> <p>Answers may note the differences in the forces deployed on both sides. While the French forces usually outnumbered the English, they were often disorganised and indisciplined. These weaknesses were displayed at Agincourt: there was no unified command, and the French suffered substantial losses largely thanks to the English archers. Divisions within the French leadership were obvious from the start of the English campaign. There was no attempt made to lift the siege of Harfleur, and in effective leadership was displayed in 1417-19 when the English were able to seize Falaise and Normandy. The personal difficulties of Charles VI weakened French leadership at its centre.</p> <p>Set against French weaknesses were some substantial English advantages. Henry V provided strong leadership from the start, as was shown at Harfleur, Agincourt and in Normandy; and he was supported by able lieutenants such as Bedford. His invasion was given strong financial support within England, and he was given a substantial boost by the Anglo-Burgundian alliance of 1419.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of reasons for French failures and English successes, 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's leadership. 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 is focused on the collapse of the English position in France in the years to 1453, and the extent to which this was caused by Burgundy's abandonment of the English alliance in 1435.</p> <p>In considering the stated factor, answers may note the importance of the Burgundian alliance in supporting English power in France since 1419, and of their joint military successes such as a victory at Verneuil in 1424. Since the late 1420s Philip the Good of Burgundy had become increasingly disillusioned with the English alliance and moved to settle his differences with Charles VII. The ending of the alliance in 1435 weakened England's military position and left the country increasingly isolated.</p> <p>Other factors which explain the collapse of English power in France include England's failure at the Congress of Arras in 1435, and the death of Bedford in the same year. The personal weaknesses of Henry VI and his unfortunate marriage to Margaret of Anjou may also be mentioned, along with the growing financial weakness of the English monarchy. Suffolk's cession of Maine failed to secure a permanent peace and in the late 1440s French forces were able to conquer Normandy and defeated the English at both Formigny in 1450 and at Castillon in 1453. France's use of developing technology such as cannon may also be mentioned.</p> <p>Level 5 answers will have a secure focus on the question, will address the ending of the Burgundian alliance 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

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

Question Number	Indicative content	Mark
11	<p>The question is focused on the years 1455-61, and the extent to which Margaret of Anjou was responsible for the instability in England in these years.</p> <p>In considering the stated factor, answers may note that Margaret was largely responsible for Lancastrian government and military activities during these years. She directed the forces loyal to her husband, but based them in the Midlands rather than further south. Although the Lancastrians were victorious at Ludford Bridge in 1459, Margaret alienated many with the Parliament of Devils, which attainted York, March and other leading Yorkists. The queen's inaction allowed the Yorkists to take control of London, and Margaret failed to follow up her victory in the second battle of St. Albans by taking the capital.</p> <p>Other factors which promoted instability include the actions of Richard of York. York was a popular but unpredictable leader. He gathered together an army early in 1455 which defeated the Lancastrian forces in the first battle of St Albans in May. Over the next few years York built up his forces, but was defeated at Ludford Bridge in 1459 and fled to Ireland. In his absence Yorkist forces defeated their opponents at Northampton and took Henry VI prisoner. York was defeated and killed at Wakefield in December 1460, and was succeeded by his son, the Earl of March. March displayed strong military skills and leadership qualities which were used to good effect when he defeated the Lancastrians at Towton in 1461 and took the throne. Answers may refer to the personal weaknesses of Henry VI during the stated period, which weakened the Lancastrian cause overall.</p> <p>Level 5 answers will have a secure focus on the question, will address the role of Margaret of Anjou 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 some of Margaret's mistakes. 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
12	<p>The question requires an explanation of why Richard III was able to seize the throne in 1483, but lost it two years later.</p> <p>Answers may note that Edward IV's death in 1483 was sudden and unexpected, and it led to the accession of Edward V at the age of 12. The minority of Henry VI in the 1420s and 1430s was not a happy precedent for a boy the King. Gloucester, in alliance with Buckingham, exploited the unease among leading nobles and the merchants of the city of London. He claimed that both Edward V and his father were illegitimate, and that the throne should pass to him. The usurpation was broadly welcomed because Gloucester had shown both military and governmental skills in the North of England.</p> <p>During Richard's brief reign he lost some of his early popularity. There was disquiet over the disappearance of the Princes in the Tower: the southern gentry resented Richard's dependence on his northern allies; and there was some resentment over increasing financial demands and failures in Scotland. Nonetheless, the country was well governed during Richard's reign, and most of the English nobles turned out for the King at Bosworth in 1485.</p> <p>An important reason for Richard's defeat in 1485 was the support which the French gave to Henry Tudor for his invasion of that year, and by the Yorkist nobles who fled to his side. A fleet and many mercenaries were placed at his disposal and his forces increased substantially during his march through Wales. Although Richard's forces were larger than those of Henry Tudor, the defection of the Stanleys was a crucial turning point in the battle of Bosworth.</p> <p>Level 5 answers will have a secure focus on the question, will address both aspects of the question 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 outcome of Bosworth. 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
13	<p>The question is focused on Henry's policies towards the nobility, and requires a judgement on the success of his methods to limit their ability to challenge royal authority.</p> <p>The power of the nobles, individually and collectively, had grown during the Wars of the Roses, and Henry was determined to establish royal primacy over the nobles. He bestowed very few new peerages, preferring instead the less expensive device of the Order of the Garter. He also created a sumptuous royal court aimed at drawing a clear dividing line between King and nobles.</p> <p>Bosworth had removed many leading nobles, and there was no single powerful noble around whom resistance to Henry might gather. There was some individual threats, notably Lovell and the Stafford brothers in 1486, and Lincoln in 1487; and there was a long-term threat posed by both Warwick and Suffolk. However Henry dealt with these individuals with relative ease.</p> <p>During his reign Henry used traditional methods of control, including action against retaining, the use of bonds and recognisances, and of attainders which were not always reversed. In 1487 he set up a special court to investigate possible conspiracies mounted by the nobility; and the Council Learned in Law was ruthlessly efficient in enforcing loyalty.</p> <p>Answers may note that, while there were some significant noble threats in the early years of the reign, they became less important over time as Henry strengthened the powers of the Crown. However, there is some evidence which suggests that, towards the end of his reign, opposition to the King's policies was increasing.</p> <p>Level 5 answers will have a secure focus on the question, will address the extent to which Henry's methods were successful, 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 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

A7 The Reign of Henry VII, 1485-1509

Question Number	Indicative content	Mark
14	<p>The question is focused on Henry's foreign policy, and the extent to which improved relations with Scotland was its most important feature.</p> <p>Candidates are not required to consider countries other than those named in the specification: namely, Spain, France, Burgundy and Scotland.</p> <p>In considering the stated factor, answers may note that James IV's hostility towards England was long established. He provided backing from the Yorkists and renewed Scotland's alliance with France in 1491. His support for Warbeck in the 1490s, including the attempted invasion of 1496, threatened Henry's stability. Relations improved with the Truce of Ayton in 1497 and the abandonment of Warbeck. The Treaty of Perpetual Peace in 1502, and the dynastic marriage between James and Margaret Tudor, ended threats from Scotland for the rest of Henry's reign.</p> <p>Answers may challenge the question by considering the other three states mentioned in the clarification of content. Margaret of Burgundy supported both Simnel and Warbeck, both significant threats to Henry. After Margaret's death Henry worked to revive both trade and good relations through the Magnus Intercursus. In 1506 Henry took advantage of Philip of Burgundy's shipwreck by persuading the Duke to hand over Suffolk, the last serious Yorkist claimant. The threat from France, especially after the annexation of Brittany, led to the invasion of 1492, but the treaty of Etaples established a lasting peace, as well as providing Henry with the useful pension. The treaty of Medina del Campo was a significant foreign policy success for Henry. He was recognised by one of the leading powers of Europe, and close relations were cemented by Arthur's proposed marriage to Catherine of Aragon. The deaths of both Arthur and Isabella of Castile weakened relations after 1502.</p> <p>Level 5 answers will have a secure focus on the question, will address relations with Scotland and some other states, 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 only Scotland. 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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