

Mark Scheme (Results) January 2010

GCE

GCE History (6HI01) Paper A

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General Marking Guidance

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

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

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

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

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4 would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the given factor.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

5	25-30	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected 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 reasons for the emergence of Wessex as the leading Anglo-Saxon power in the years before Guthrum's descent on the kingdom in 877-78, and requires an analysis of, and judgement about, the strengths and weaknesses of the Anglo-Saxon kingdoms. Answers may focus on the growing weaknesses of the other kingdoms. In Northumbria the massive internecine feud between king Osberht and Aelle had resulted in a civil war which Ivarr capitalised on in the mid 860s when he took York with ease. After Osberht was killed attacking York in 867 Northumbria's independence came to an end and a puppet ruler was installed. The Mercian royal family was not entirely secure, and was experiencing considerable financial difficulties. Burgred's forces failed to dislodge the Vikings in both 868 and 873. Burgred went into exile and another puppet was installed. Edmund of East Anglia had paid the Vikings a huge Danegeld after they arrived in 865. In 869 the Vikings marched back into East Anglia. Edmund offered battle, and was killed in the fighting. In contrast, the royal family of Wessex was well established, the kingdom was reasonably prosperous, and the Vikings had not yet mounted a direct attack on the state. Successive kings provided strong leadership, and the kingdom was more united than the other kingdoms. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the different factors which influenced the power of the Anglo-Saxon kingdoms, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the reasons for the emergence of Wessex, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on Alfred's government of Wessex in the years after Edington, and the extent to which he reformed and strengthened the kingdom. Answers may consider a wide range of material. Defences were improved, including the development of a coastal fleet, the reorganisation of military power through the burhs, and their effective defence as suggested in the Burghal Hidage. Wessex was also strengthened when parts of Mercia, including London, fell under Alfred's control in a treaty concluded with Guthrum in 886. Christianity was promoted with the establishment of monastic institutions at Athelney and Shaftesbury. Alfred, perhaps consciously imitating Charlemagne, fostered a cultural renaissance. Scholars were welcomed to the kingdom, including Asser and Grimbold, and literacy, especially at court, was promoted. Alfred was personally involved in translations of, for example, the Pastoral Care and the Consolation of Boethius. Sponsorship of the arts may be assumed, with evidence including the Abingdon sword and the Fuller brooch, and the codification of law was completed. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the changes which Alfred carried out within Wessex, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the significance of Alfred's reforms, and which draw reasoned conclusions on the question.</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 reasons for William's success in 1066, and the importance of his military abilities in securing the throne. Answers may refer to the development of William's skills before 1066, and to the militaristic nature of the Duchy of Normandy, though this is not essential for accessing any level. William showed his organisational talents in 1066, gathering a fleet of 600-700 ships and some 7000 well disciplined men, including 3000 knights. The use of cavalry made the Norman military machine superior to the English. The landing on the English coast was a success, as was the rapid deployment of defences. At Hastings William's leadership proved superior to Harold's, including the feigned retreat. The subsequent march to London was an effective display of military power which served to overawe the remaining English leaders, and ensured their submission before William entered the capital. Other factors which contributed to William's success include the strength of his claim to the throne, papal support, and the difficulties which Harold Godwinson experienced through the invasion of the north by Hardrada and Tostig. The disbanding of the fyrd in September and Harold's reckless haste in marching to Hastings may also be considered. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the different factors which contributed to William's success, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of reasons for the Duke's success, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the Norman policy of castle building from 1066, and the extent to which castles prevented a successful rebellion against William I. William built his first castle on landing at Pevensey and had built a further two before entering London, and there is evidence of around 500 motte and bailey castles being built during his reign. These were placed at strategically important points, in the centre of towns or at places which enabled the Normans to control river crossings or the surrounding countryside. Castles meant that William needed only a small number of Normans to control the English people. Other factors which prevented a successful rebellion include the lack of effective English leadership, since the Anglo-Saxon elite, including the powerful earls, had submitted to William; the fear engendered by the 'harrying of the north' after the rebellion of 1069; and the fact that rebellions were usually uncoordinated and localised, such as at Exeter in 1068. Answers may also refer to changes within the church, and the importance of the rule of law. A simple description of the castle building programme will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an analysis of the importance of castles as a form of control will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the different factors which prevented rebellion, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate Norman strengths and English weaknesses, and which draw reasoned conclusions on the question.</p>	30

A3 The Angevin Empire, 1154-1216

Question Number	Indicative content	Mark
5	<p>The question is focused on church-state relations during the primacy of Thomas Becket, and the reasons for the bitterness of the conflict with Henry II. Answers may refer to the reasons behind the king's promotion of his chancellor to Canterbury, which included Henry's wish to control the growing rights and power of the church and to diminish its independence and affluence. Becket's intransigence from the outset came as a surprise to the king, who had expected the archbishop to be an ally in implementing the royal will. The argument intensified because of fundamentally different views about the relationship between church and state, and the extent of their different powers, such as judicial issues. Becket refused to accept the Constitutions of Clarendon in 1164 and fled to Flanders after being condemned at Northampton. He returned in 1170 only to be murdered by four knights in Canterbury cathedral. Answers may note the significance of the two main personalities. During Becket's absence Henry plundered Church revenues, and deliberately affronted the primacy of Canterbury when his son was crowned by the archbishop of York. Becket failed to support his bishops at Clarendon, and excommunicated the justiciar and leading barons, though these actions were not supported by Pope Alexander III. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the different factors which embittered Church-State relations, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the reasons for the bitterness of relations between Church and State, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the Angevin territories in France, and the extent to which Richard I and John influenced their changing fortunes. After his release from the emperor's custody Richard remained in France for much of the rest of his reign, determined to resist Philip's designs on the Angevin lands. He constructed important alliances and won several victories, but never managed to recover all of Normandy, and for the rest of his reign there was intermittent warfare on his borders with France. John started his reign well by resisting Arthur's challenge in Maine and Anjou, and in 1200 Philip recognised John's succession to all the Angevin lands. However, the disastrous impact of his unwise marriage caused defections from his cause, allowing Philip to take Maine and Anjou. John's misgovernment of Normandy, coupled with the murder of Arthur, alienated many of his supporters. This, coupled with Philip's military skills, led to the loss of Normandy, and the death of Eleanor enabled the French to overrun Aquitaine. For the rest of his reign John made no effective advance in his attempts to recover the Angevin lands. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the different factors which led to the loss of Plantagenet France, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate reasons for the end of the Angevin Empire, and which draw reasoned conclusions on the question.</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 extent to which the Black Death led to a transformation in the structure of English society in the years after 1348. Answers may note the general expansion of the economy before 1348 based on increasing resources and the cheapness of labour. After 1350 labour was the scarcest resource. Food prices and rents fell rapidly, spelling economic opportunities for peasant survivors. Traditional feudal ties, notably labour services, were weakened. As the peasants' economic status improved, that of the landowners declined, and neither the Statute of Labourers nor price controls were able to stem that decline. Labour mobility increased sharply, along with the growth in the number of free men, many of whom improved their economic status by becoming smallholders. On the other hand, towns and cities were badly affected with the decline of domestic and foreign trade and the reduced number of skilled craftsmen and guildsmen. These changes, and the growing assertiveness of many peasants, encouraged the growth of new ideas on the nature of government, religion and society. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the structural changes in English society in the years after the Black Death, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the extent of change after 1348-49, and whether these changes could be considered dramatic, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the failure of the Peasants' Revolt of 1381, and the significance of the peasants' demands in accounting for their failure. Answers may place 1381 into the context of growing economic and social changes since 1348, notably the decline in the population and the growing confidence of the surviving peasants. Opposition to the poll taxes was the trigger for the peasants' demands in 1381. Some of these were not very controversial, such as the abolition of the poll tax and a return to traditional taxes. Other demands were more radical. The abolition of villeinage and an end to the labour laws posed direct threats to the economic and social power of the landowners, who were already suffering from the economic effects of the plague. Some demands amounted to a revolutionary change in society. There were plans to confiscate church lands and abolish titles, and John Ball went so far as to demand complete equality in society. Richard II's government thus determined to resist the peasants. His role in 1381 proved decisive at key moments, and his willingness to deploy military force led to the suppression of the revolt. Answers may also refer to the role of the King, the leadership of Wat Tyler, and the significance of the murder of the Archbishop of Canterbury. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the different factors which caused the Peasants Revolt to</p>	30

	fail, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate reasons for failure, and which draw reasoned conclusions on the question.	
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A5 Anglo-French Rivalry: Henry V and Henry VI, 1413-53

Question Number	Indicative content	Mark
9	<p>The question is focused on the strength of England's position in France in the years 1415-35, and the significance of the leadership of Henry V and the Duke of Bedford in establishing that position. Answers may consider Henry's revival of Lancastrian claims to the French throne, and his leadership in the years 1415-22. His successes at Harfleur and Agincourt were followed by the reconquest of Normandy and the Treaty of Troyes in 1420. Throughout this period Henry showed strong skills of leadership, whether military, diplomatic or political. Bedford's rule was also successful in extending and consolidating the English position in France, and he governed effectively and successfully. However, he faced more serious problems than Henry had done, and after his death the English position began to unravel. Answers may also refer to the collapse of French leadership and its gradual but steady recovery by the Dauphin and his coronation as Charles VII; and the role of Joan of Arc may also be assessed. The importance of the Anglo-Burgundian alliance may be considered. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the different factors which influenced English success in the given period, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate reasons for English success, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the French revival of 1422-35, and on the significance of Joan of Arc in the change in French fortunes. After 1422, despite the death of Henry V, English forces continued to make advances, consolidating their hold on Normandy, Maine and Anjou. In 1428 Salisbury's forces occupied Paris and moved on to besiege Orleans. Joan of Arc met the Dauphin at Chinon, persuading him to send her to Orleans, where she played some part in the lifting of the siege. Perhaps of greater significance was that she was instrumental in persuading the Dauphin to be crowned Charles VII at Rheims in 1429, an act which strengthened Charles' authority and prestige. In 1430 Joan was seized at Compiègne and handed over to the English, who executed her the following year. Joan's intervention came when the English hold on France was overstretched, with insufficient forces to ensure their hold on their territories. Thanks in part to Charles' coronation, Philip of Burgundy began to seek an accommodation with the French. This led to the end of the Anglo-Burgundian alliance at Arras in 1435, leaving English positions in Paris and Normandy dangerously exposed. Answers may note that while Joan's military intervention was modest, she appealed to the French people and soldiers, and that she made a permanent difference in reviving the morale of Charles VII's supporters. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the different factors which promoted the revival of French fortunes, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the changing power of France, and which draw reasoned conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
11	<p>The question is focused on the conflict in England from 1455 to the deposition of Henry VI in 1461, and the significance of Lancastrian mistakes in causing the Yorkist victory. Answers may refer to Henry VI's incapacity, and to the role of Margaret of Anjou in promoting the Lancastrian cause. The birth of her son fuelled her hatred of York, leading to his ousting as protector in 1454. Her attempt finally to crush him at the 'parliament of devils' in Coventry in 1469 backfired as he gained much sympathy and the support of some nobles. Answers may note Margaret's preference for the north and Midlands rather than London. Lancastrian military successes were patchy. They were defeated at St Albans in 1455 and at Northampton in 1460, when Henry VI was captured. The successes against York in 1460 and in the second battle of St Albans in 1461 were not followed up, allowing the Earl of March to win the decisive battle of Towton and take the throne. March's military skills and his leadership qualities were important in explaining the Yorkist successes. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the different factors which led to the Yorkist victory, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the reasons for the defeat of the Lancastrians, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the problems facing the English monarchy in 1483-85 and the extent to which opposition to Richard III was responsible for Henry Tudor's victory in 1485. Richard's usurpation, along with rumours that he had had the princes murdered, helped to fuel Buckingham's rebellion, a series of uprisings in southern England. Although these were easily suppressed there were continuing doubts about his right to rule. There was also considerable resentment among the southern gentry about the intrusion of Richard's northern allies into government, which meant that the king never won the full support of the southerners: in 1485 few southern or western families turned out for him. Continuing doubts about the king meant that several nobles fled to France and attached themselves to Henry Tudor. The French, fearing an attack from England, supported Henry with a small fleet and a number of mercenaries for his assault on England in 1485. The landing at Milford Haven went smoothly, and Henry gathered some support as he moved through Wales and into England. The outcome of the battle of Bosworth was largely determined by the intervention of the Stanleys on Henry's side. However, answers may note that most English nobles pledged their support to the king, even former associates of Edward IV. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the importance of Richard III's unpopularity, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the reasons for the success of Henry Tudor, and which draw reasoned conclusions on the question.</p>	30

A7 The Reign of Henry VII, 1485-1509

Question Number	Indicative content	Mark
13	<p>The question is focused on the steps taken by Henry VII to ensure the strengthening of respect for the law during his reign, and the extent to which he was successful. The statutes of 1487 and 1504 repeated the provisions of Edward IV's law on retaining. Henry allowed lawful retaining, but nobles who broke the law were fined very heavily. Henry's strict enforcement of the retaining laws meant that he faced few challenges from the powerful. Candidates may also refer to the role of nobility and gentry in upholding the law, especially in the provinces. The role of Justices of the Peace grew in importance, especially for the enforcement of social and economic statutes. Henry gave them powers to deal with matters as diverse as poaching and the corruption of juries. The legal system was overhauled, with the quarter sessions and assize courts settling most cases, and the King's Council developed a judicial role to settle lawsuits. Candidates may also mention the strengthening of government in the provinces, including the Council of the North and the Council of Wales; and there may be reference to poor communications and the absence of an organised police force. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse ways in which Henry enforced respect for the law, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the extent of Henry's success and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on Henry VII's foreign policy, and the extent to which relations with other powers enhanced his domestic position. Answers may refer to the four kingdoms mentioned in the clarification of content. The Spanish alliance was the keystone of Henry's diplomacy, with Medina del Campo establishing no support for pretenders and proposing a marriage alliance between Arthur and Catherine of Aragon. The execution of Warbeck and Warwick in 1499 may be linked to the confirmation of that alliance, though it was weakened with the death of Arthur in 1502 and of Isabella in 1504. The trade embargo with Burgundy in 1493 showed how seriously Henry took Margaret of Burgundy's interference in English affairs through her support of both Simnel and Warbeck. Relations, and trade, improved with the Magnus Intercursus of 1496, and the fortunate circumstances of 1506 allowed Henry to gain control of de la Pole. Relations with France were soured by French support for Warbeck and the annexation of Brittany, though Henry gained in terms of security and finance with the Treaty of Etaples. Relations with Scotland were very poor before 1497, as shown by James IV's support of Warbeck, but the Truce of Ayton and the Treaty of Perpetual Peace led to a dramatic improvement in Anglo-Scottish affairs. Candidates might consider how treaties brought legitimacy to the regime, while trade contributed to domestic stability. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse ways in which</p>	30

	foreign policy success influenced Henry's power within England, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the connection between foreign policy and domestic success, and which draw reasoned conclusions on the question.	
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