

Mark Scheme (Results)

Summer 2010

GCE

GCE History 6HI01/A

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Publications Code US024059

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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 Viking raids and incursions between 793 and 870 and the reasons for their success against the Anglo-Saxon kingdoms. Candidates are not required to provide a range of detailed information on the period 793-865, when the Vikings were more of an annoyance than a threat, carrying out summer raids for treasure rather than land, as at Lindisfarne in 793. The nature of Viking attacks changed completely in 865 with the arrival of a huge force of 300-400 ships carrying a professional army of around 5000 men. The weakness of East Anglia allowed them to winter there before moving to occupy York. Northumbrian resistance was ineffective and the kingdom fell under Viking control in 867. Attacks on Mercia were also successful. Despite help from Wessex, Burgred failed to recover Nottingham and may have paid off the Vikings who returned to York. During the autumn of 869 the Vikings returned to East Anglia, establishing themselves there after King Edmund was killed in battle. In 870 no effective resistance was offered when Ivarr's forces entered Wessex and wintered at Reading. A simple description of some of these events will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address reasons for Viking success, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material on Anglo-Saxon weaknesses and Viking strengths, which may include Anglo-Saxon divisions and the failure to act together, the leadership of the Vikings, especially Ivarr, and the ways in which the Vikings used speed and surprise against their opponents. Answers at Level 5 will include some attempt to evaluate the significance of strengths and weaknesses overall, and will draw reasoned conclusions on reasons for Viking successes.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the role played by Alfred in leading resistance to the Vikings from 871 until his death in 899, and on the extent to which that leadership was responsible for neutralising the Viking threat. Ivarr's forces had established themselves at Reading in 870 and, although Aethelred and Alfred defeated the Vikings at Ashdown in 871, they were unable to capitalise on their victory. Aethelred died in battle in March 871 and Alfred became king. In the summer of 871 he seems to have bought off the Vikings who withdrew from Wessex. Wessex remained at peace until 876, but during this period Ivarr strengthened his hold on Northumbria and Wessex. Guthrum's attacks in Wessex from 876 culminated in Alfred's victory at Edington in 878 and the subsequent Treaty of Wedmore, which led to Guthrum's withdrawal to East Anglia. Over the next twenty years Alfred carried out a series of reforms designed to enable his kingdom to withstand future attacks, including restoring coastal defences and establishing the burhs. While these were not very successful against the attacks of 892 they operated effectively in 896, when the Vikings left for East Anglia and Northumbria. Further strengthening of the West Saxon kingdom came with the extension of Alfred's power over parts of Mercia in 886. A simple narrative which describes some of these events will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the importance of Alfred's leadership, though there may be passages of narrative or descriptive material. Level 4 answers will focus on Alfred's leadership, and the growing willingness of the Vikings to settle rather than indulge in permanent warfare. At Level 5 will be those who make some attempt to evaluate Alfred's leadership over time, perhaps considering his failures as well as successes.</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 reign of Harold Godwinson, and requires an analysis of, and judgement about, the reasons for his securing the throne in January 1066 only to lose it by October. Answers may refer to the established power of the House of Godwin before 1066, especially in the south of England, and to Harold's claim that Edward passed the throne to him on his deathbed. Harold was supported by most nobles; he was acclaimed by the witan and crowned immediately after Edward's funeral. However, he faced challenges to his rule from abroad throughout his short reign. Hardrada's invasion with a substantial force in the north of England was a serious threat, especially as Harold had just disbanded much of his army to gather the harvest. A rapid march north led to victory at Stamford Bridge, though many men were lost. William's landing at Pevensey meant a demanding march to the south coast, and further depletion of Harold's forces. Candidates may refer to Harold's leadership during the battle of Hastings, and the mistakes made by both the king and his forces. A simple outline of events during Harold's reign will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Answers which begin to provide an analysis of why Harold lost his throne will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to assess the reasons for Harold's accession and his subsequent failure, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the relative significance of a number of factors which enabled Harold to accede to the throne only to lose it so quickly, perhaps including mention of William's skills and comparing the quality of the opposing forces assembled at Hastings.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on Norman rule in England between 1066 and 1135, and on the extent to which it transformed the lives of the English people. Answers may consider the methods used to maintain control, including the vigorous suppression of rebellions between 1066 and 1075 and the building of castles throughout England as a means of maintaining control. The Domesday Survey provides plenty of evidence of demographic and economic change, especially in the north after 1069. William's land settlement created a new elite whose ownership of land depended on complete loyalty and military service. The land settlement also established forests across much of the country, and penalties for breaking forest laws were severe. The power of the sheriffs was enhanced as another form of control. Candidates may also consider how reform of the English Church affected English life, perhaps referring to the appointment of Norman bishops, the extensive programme of church building, and the changed organisation of the parish. A simple descriptive outline of some changes, perhaps focused on castles and military power, will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Answers which begin to provide an analysis of the impact of the conquest on people's lives will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to assess the extent of change overall, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the nature and extent of both change and continuity over the period.</p>	30

A3 The Angevin Empire, 1154-1216

Question Number	Indicative content	Mark
5	<p>The question is focused on the reign of Henry II, and the extent to which the king restored royal power over church and state. Henry acted vigorously against the extension of baronial and other powers, restoring the crown's authority in many areas, including Yorkshire and Hereford. The flight of the bishop of Winchester restored Hampshire to royal control. Henry created no new earldoms, resulting in a fall in noble numbers during his reign. The inquest of sheriffs of 1170 led to virtually all these officials being replaced. Legal reforms codified in the Assizes of Clarendon and Northampton standardised legal procedure, with the Court of King's Bench as the new focus of the judicial system. Henry's financial reforms involved the resumption of royal lands alienated during the civil war, a reformed Exchequer system, and the innovative use of credit. Henry insisted on restoring ancient customs which determined church-state relations, with the Constitutions of Clarendon being part of his plan for legal and administrative reforms overall. However, the bitter conflict with Becket forced the king to make concessions on clerical trials and the election of bishops. A simple descriptive outline of some of these changes, perhaps focused on Becket, will be marked in Levels 1 and 2, and progression will be based on relevance and range of accurate material. Those who consider some of the key features of Henry's reform programme will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the nature and extent of Henry's reforms. At Level 5 there will be some attempts to evaluate the success of Henry's reform programme, perhaps comparing the success of legal and financial reforms with the more difficult case of church and state.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the troubled reign of king John, and on the extent to which financial weaknesses contributed to the growth of opposition to his rule. Royal finances were already in a parlous state in 1199. Raising Richard I's ransom and financing his expensive campaigns in France led to serious financial difficulties for the crown. John's attempts to recover Angevin territories were initially successful, but Philip's subsequent successes in claiming Angevin lands reduced John's income still further and prompted a financial crisis. His attempts at financial recovery included exploiting royal justice and increasing exactions on the nobles. These actions, at a time of growing inflation, increased the king's unpopularity, and opposition grew and became more organised in the years before Magna Carta. A simple descriptive outline of John's financial difficulties and his attempts to resolve them will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Those who offer some analysis of the effects of the financial crisis will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess a number of factors which contributed to John's unpopularity. These may include the murder of Arthur, the loss of French territories, and the interdict imposed by Innocent III in 1208, along with John's own excommunication in 1209. However, these answers may lack overall balance, with more emphasis placed on John's personal qualities. At Level 5 there will be some attempts to evaluate the reasons for John's unpopularity, and how this was reflected in the clauses of Magna Carta which laid down the nobles' views on the nature of kingship and government.</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 impact of the Black Death of 1348-49, and the extent to which existing social and economic conditions contributed to its devastating impact. Answers may consider some of the key features of early 14th century England. Economic development had led to the establishing of secure trade links with France, the Low Countries and the Baltic. These links led to the growth of coastal towns which were badly hit by the Black Death. Cities were also growing in size. London's population before 1348 was c.70,000, most of whom lived in crowded and insanitary conditions which allowed the Black Death to spread rapidly and claim 30,000 lives; and there were similar developments in other large towns and cities. Equally important was the number of isolated communities, especially the monasteries, which were susceptible to complete destruction if the plague reached them. An answer which describes some of the features of 14th century social and economic life will be marked in Levels 1 and 2, and progression will depend on the range and depth of relevant material. Responses at Level 3 will begin to analyse reasons for the devastation caused by the plague, but may include significant narrative or descriptive passages. At Level 4 candidates will offer reasonable range and depth of material and will address a range of relevant factors. These may include the fact that the population was already in decline since the 1315 famine, the return of troops involved in the Hundred Years War, and that there was no understanding of the reasons for the plague or how to resist it. At Level 5 will be answers which will make some attempt to evaluate the devastation of 1348-50 and will weigh the significance of a number of relevant factors, including pre-existing conditions in England.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the Peasants' Revolt of 1381, and the significance of the impact of the Black Death as a causal factor. Answers may consider the changed economy after 1350, especially affecting wages and prices. There was growing resentment at the ordinance of 1349 and the Statute of Labourers, and landowners had increasing difficulty in enforcing traditional labour services. These were one of the chief grievances of the peasants in 1381. An answer which considers only the direct effects of the Black Death as a cause of the 1381 revolt will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. At Level 3 answers will focus on the given factor and on other causes of the Peasants' Revolt, but will include significant narrative or descriptive passages. Other causes of the revolt may include the poll taxes of 1377, 1379 and 1380, and their perceived unfairness when set against traditional forms of taxation. There was anger in the south at coastal raids by French shipping, and dissatisfaction at the mismanagement of the financial crisis. There was a growing feeling that the peasants should be considered as members of the political community, which helps to explain their demands for the dispossession of the Church and the abolition of both tithes and tithes. Responses at Level 4 will clearly address the stated factor and some other relevant factors, such as the social and economic impact of the Hundred Years War, but the answer may be unbalanced. At Level 5 will be those who explain the role of the Black Death along with other factors within a balanced response.</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 the weakness of the French monarchy, and its significance in explaining English successes in France in the years 1415-20. Answers may note the intermittent insanity of Charles VI, and the conflicts of Armagnac and Burgundy which degenerated into civil war in 1414. Armagnac forces could not raise the siege of Harfleur because they feared a Burgundian attack on Paris. By 1418 France was virtually leaderless, with an insane monarch, his wife in league with Burgundy, the Armagnac dukes in disarray and the flight of the Dauphin to Bourges. Attempts to reconcile the two branches of the family failed with the murder of John in 1419 and the cementing of the Anglo-Burgundian alliance against the Dauphin and his supporters. With such disarray at the heart of French government it was not surprising that Henry V was able to reconquer Normandy in 1417-19 almost unchallenged, or that he was able to conclude the very favourable Treaty of Troyes in 1420. A simple description of the weakness of the French monarchy will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will begin to focus clearly on the divisions between Armagnacs and Burgundians, though there will be significant passages of descriptive or narrative material. At Level 4 answers will offer reasonable range and depth of accurate material, and will address some reasons for English success. These may include Henry V's considerable military skills, shown at the siege of Harfleur and, more convincingly, at Agincourt, and his diplomatic skills in negotiating with the emperor and with Burgundy. At Level 5 will be an attempt to evaluate the significance of relevant factors, and drawing secure conclusions on the differing strengths of the French and English monarchies.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the collapse of English rule in France in the years 1435-53, and the significance of the death of the Duke of Bedford in causing that collapse. Bedford was the mainstay of Lancastrian France after the death of Henry V, displaying great skills in government and diplomacy, and fulfilling Henry's intentions of extending and consolidating English territories in France. Henry VI's government never regained the initiative after 1435. English rule was weakened by heavy taxes extracted in Normandy, there was growing resentment at the military insecurity in many areas, and England's intentions towards France were unclear. English policy fell into disarray in the 1440s. Suffolk was vilified by his opponents for the cession of Maine, which he hoped might prompt a permanent peace, but the growing paralysis of English government enabled Charles VII to invade Normandy in 1449 and secure the last remnants of Eleanor of Aquitaine's inheritance in 1451-52. By 1453 Henry VI was left with Calais as the last remnant of the Angevin Empire. A simple descriptive outline focused on military activity will be assessed in Levels 1 and 2, and progression will depend on relevance and range of accurate material. Those who offer a causal analysis focused on the period will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the significance of Bedford's death, perhaps with reference to the inadequacies of his successors. At Level 5 there will be an attempt to evaluate the importance of a range of factors leading to the collapse of Lancastrian France, perhaps contrasting the divisions in England with the strength of purpose displayed by Charles VII and his supporters.</p>	30

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

Question Number	Indicative content	Mark
11	<p>The question is focused on the outbreak of the Wars of the Roses in 1455, and the role of the power of the Lancastrian monarchy in explaining the origins of the conflict. Answers may refer to the personal weaknesses of Henry VI, who displayed none of the military or political skills essential in a late medieval monarch, and whose prolonged bout of insanity in 1453-54 destabilised royal power. The ambitions of Margaret of Anjou may also be addressed, including her role in government during the king's insanity, and the significance of the birth of her son for the ambitions of Richard of York. Disastrous military setbacks had extinguished Lancastrian power in France by 1453, which impacted on royal power as well as furthering the financial weakness of the crown. The weakness of royal power may be illustrated by the growth of private armies controlled by overmighty subjects, including the Nevilles and Percies in the north and Wiltshire and Bonville in the west. A simple descriptive outline of some of these points, perhaps focused on Henry VI and Margaret of Anjou, will be assessed within Levels 1 and 2, and progression will depend on the range and depth of material offered. Those who offer some consideration of the weakening of royal power will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the factors which caused an apparent collapse in royal power in the early 1450s, though the answer may lack balance. At Level 5 there will be an attempt to evaluate royal power, perhaps linking the Lancastrian decline with the growing ambitions of the Yorkists as represented by Richard of York.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the second reign of Edward IV (1471-83), and the extent to which he re-established effective royal government. The death of Henry VI and his son in 1471 meant that there were no strong Lancastrian claimants for the time being. Edward was able to neutralise the threat of the overmighty subject, notably Clarence, and extended royal authority into the provinces. Loyal nobles were used, including Gloucester in the north and Hastings in the midlands. This policy, coupled with the use of trusted agents as sheriffs and JPs, helped prevent any uprisings during the second reign. Edward saw a notable improvement in royal finances from the crown lands, customs revenue and parliamentary grants, and he anticipated Henry VII with the use of the Chamber for controlling royal expenditure. Candidates might consider how far foreign policy influenced domestic stability. Scotland was humiliated by Gloucester's incursions, while the Treaty of Picquigny of 1475 established peace with France and an annual pension for the king. Taken together, these actions appeared to re-establish domestic peace and stable government. A simple descriptive outline of events will be assessed within Levels 1 and 2, depending on the range and depth of material offered. Those who offer some assessment of Edward's policies will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess Edward's role in the development of stability, though the answer may lack balance. At Level 5 will be those answers which attempt to evaluate the nature of government in this period, perhaps considering the extent to which the readeption of Henry VI had destabilised government.</p>	30

A7 The Reign of Henry VII, 1485-1509

Question Number	Indicative content	Mark
13	<p>The question is focused on two important challenges to Henry's security and the extent of the threat posed. The Simnel rebellion was a cloak for Yorkist ambitions. Lincoln and Lovell were prominent in the affair, Margaret of Burgundy financed 2000 mercenaries under the leadership of Martin Schwarz, and important support came from Ireland, especially from Kildare. After the rebels landed in northern England in 1487 they were able to march unopposed across the country, which suggests the absence of strong support for Henry VII at this time. Henry was only able to defeat the rebels by leading his troops into battle at Stoke, though again noble support was not extensive. The Warbeck affair lasted much longer. He spent three years in Flanders, was recognised as Edward IV's younger son by Margaret of Burgundy, and was supported by the emperor. Support from Charles VIII forced Henry to invade France in 1492, while strong support from Scotland led Henry to plan an invasion of that country (his demand for parliamentary taxes sparked the Cornish rebellion of 1497). Ominously for Henry, some leading nobles, even those close to him such as William Stanley, were considering supporting Warbeck. A simple description or narrative of some of these events will be assessed within Levels 1 and 2, depending on the range and depth of material. At Level 3 candidates will begin to focus on the challenge posed by these rebellions, though the answer may include significant passages of descriptive or narrative material. At Level 4 answers will consider the serious nature of both threats, but the response may lack balance. At Level 5 there will be a clear evaluation of the extent of the threat to Henry's security, possibly considering whether his position was becoming increasingly secure over the period 1485 to 1500.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the development of Henry's financial policies, and the extent to which they strengthened the crown's power during his reign. Answers may refer to the ways in which Henry exploited traditional sources of income. Royal lands were more extensive than at any time since 1066, and their efficient supervision led to a healthy increase in income. Both feudal dues and bonds and recognisances were used to the full, while tunnage and poundage duties rose as trade developed. The French pension of 1492 was a stable source of income. Parliamentary grants were given from time to time, though the 1489 subsidy sparked the Northern Rebellion, while that of 1497 led directly to the rising in Cornwall. Answers may also consider the transfer of authority from the Exchequer to the Chamber, which allowed Henry to keep close supervision of financial affairs, and the significance of royal officials such as Empson, Dudley and Bray. The growth of royal income enabled Henry to keep a lavish court which impressed the English and foreign visitors, and allowed him to sustain an active foreign policy. However, Henry's constant exactions alienated many of the nobles, some of whom were plotting against him just before his death. Answers which provide a simple description of some aspects of Henry's policy will be assessed in Levels 1 and 2, depending on the range and depth of material. At Level 3 candidates will begin to focus on the significance of Henry's policies, but answers may include significant passages of narrative and descriptive material. At Level 4 answers will consider Henry's success in reviving royal finances, though the answer may lack balance. At Level 5 there will be a clear attempt to evaluate the link between financial matters and royal power, perhaps including some reference to growing opposition to the king's demands.</p>	30

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