

Mark Scheme (Results) January 2011

GCE

GCE History (6HI01/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 factual material 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 leadership of the Anglo-Saxon kingdoms in the years 793-877, and the extent to which weak leadership contributed to Viking successes. Candidates are likely to focus most of their answer on the period from 865, but for high Level 4 and Level 5 there must be at least some reference to the years 793-865. In considering the given factor candidates may refer to the Vikings' asset-stripping techniques between 793 and 865; the defeat of Egberht of Wessex in 836; and the bankruptcy of Mercia in the 840s. Edmund of East Anglia's military weakness led to his paying a danegeld before the Vikings moved to Northumbria, where divisions in the royal house were a factor in the conquest of the kingdom. Burgred of Mercia failed to provide effective resistance in 868 and 873, after which he went into exile. West Saxon forces were able to defeat the invaders at Ashdown in 871, but there is evidence that Alfred paid the Vikings to leave his kingdom. 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 the quality of Anglo-Saxon leadership, though there may be passages of narrative or descriptive material. Level 4 answers will provide an analysis of Anglo-Saxon leadership, and may also mention other relevant factors which contributed to Viking successes. These might include; the exceptional leadership of Ivarr the Boneless, Halfdan and Ubbe, and of Guthrum in 876-77; Viking tactics, including speed, the use of horses, and the element of surprise; the weakness of Anglo-Saxon military institutions and coastal defences; and the support which Ivarr gained from disaffected nobles in every kingdom. Answers at Level 5 will include some attempt to evaluate the significance of Anglo-Saxon leadership, 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 extent to which Alfred encouraged a cultural and religious rebirth in Wessex. Knowledge of the Church under Alfred is patchy, but there is evidence that Viking attacks had weakened the Church and destroyed many monastic communities. Alfred established monasteries at Athelney and Shaftesbury, but had to rely at first on foreign monks and priests to fill them. He also subsidised monasteries in other kingdoms. Waerferth, bishop of Winchester and Plegmund came from Mercia to help in reorganising the Church, with Plegmund later installed as Archbishop of Canterbury. Alfred established very good relations with Pope Formosus, and initiated the practice of Peter's Pence. The ruin of education and learning as a result of the Viking invasions was mentioned in the preface to the translation of Pope Gregory's <i>Pastoral Care</i>. Alfred established a court school, following the example of Charlemagne, and imported scholars such as Grimbald and John the Old Saxon, with Asser coming from Wales. Alfred's concern for promoting literacy in English led him to insist on literate judges, and to the translation of several works, notably those of Orosius, Bede and Boethius. Cultural developments might be inferred by the evidence of the Alfred Jewel, the Abingdon sword, and the Fuller brooch. A simple narrative which describes some of Alfred's reforms 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 extent of change, though there may be passages of narrative or descriptive material. Level 4 answers will provide an analysis of the significance of the religious and cultural renaissance, while at Level 5 will be those who make some attempt to evaluate the extent and significance of Alfred's reforms, perhaps with some reference to his other concerns as king.</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 William of Normandy's campaign of September-October 1066, and the extent to which his experience as Duke of Normandy was responsible for his success. In considering the given factor, candidates may refer to William's thirty years' rule in Normandy and his military and political experience as the sole ruler and defender of his dukedom. In 1066 he was able to create a naval force of 700 ships and to assemble, arm and provision an army of 7,000, which he welded into an effective fighting force. After crossing to England William moved to Hastings. The battle was a victory for William's tactics, including the feigned retreat; and his success was also due to other military factors such as the use of cavalry and his superior bowmen. A simple outline of some of these points 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 reasons for William's success, perhaps with reference to some other factors, 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 William's success in 1066, and candidates will consider 'to what extent' by assessing some other relevant factors. These may include the distraction for Harold II of Hardrada's invasion, and the forced marches to and from Stamford Bridge which exhausted his troops and depleted their numbers. Harold also displayed poor generalship at Hastings. He refused to wait for reinforcement by Edwin and Morcar, and failed to keep his forces in position in response to William's feigned retreat. At Level 5 there will be some attempt to evaluate the relative significance of a number of factors which contributed to William's success, perhaps including mention of the papal blessing given to William's campaign, which was very meaningful in that age.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on Norman rule after 1066, and on the extent to which it proved cruel and oppressive. Answers may consider William's initial policies of conciliation in his attempts to establish an Anglo-Norman kingdom. The earls retained their positions and their land, and even Stigand remained in his post. The risings of Eadric the Wild, and those in Kent and Exeter, were not put down with much brutality. However, the northern rising of 1069 was suppressed vigorously, with the systematic destruction of property and infrastructure. This effectively broke English resistance. Answers may also refer to the importance of castles and of the new landowning elite in controlling the lives of the English, and to the almost wholesale replacement of the English bishops. The extension of forests and new forest laws might be seen as oppressive, along with the intentions behind the Domesday Survey of 1086. A simple descriptive outline of some changes, perhaps focused on rebellions, 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, cruelty and oppression 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 strengthened the powers of the crown during his reign. Answers may refer to the instability caused by the conflict between Stephen and Matilda, and that Henry acted boldly and decisively in many areas. He moved to reassert royal authority in outlying territories, including Yorkshire and Hereford, and stamped his authority on Wales, Scotland and Ireland, as well as acting against extensions of baronial power. He restored royal finances by modernising the Exchequer, recovering royal lands alienated or lost by Stephen, updated the system of knights' fees, and carried out a wholesale replacement of sheriffs. His legal reforms were intended to impose some standardisation on the legal system through the Assizes of Clarendon and Northampton and the increasing use of itinerant judges. The Court of King's Bench became the focal point of the system of justice. Perhaps less successful was the king's attempt to restore royal control over the Church, including the appointment of bishops and action against Church courts. The bitter conflict with Becket forced the king to make several concessions to Church power. A simple descriptive outline of some of the king's actions, perhaps focused on legal and financial matters, 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 success. At Level 5 there will be some attempts to evaluate the overall impact of Henry's actions to strengthen royal power in England, perhaps comparing the successful restoration of authority in the state with the more problematic outcome of his actions in regard to the Church.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the collapse of English power in most of France, and the significance of Philip Augustus in bringing about that collapse. In considering the given factor, candidates may refer to Philip's skilful actions against Henry II and his sons. In 1187 his invasion of Anjou forced the king to cede territory for the first time in his reign; and his alliance with Richard forced Henry's complete surrender in 1189, shortly before his death. With Richard's prolonged absence, on the crusade, and during his imprisonment by Henry VI, Philip manipulated John into doing homage to him in 1193 for Normandy and other territories. He waged intermittent warfare against Richard from 1194 to 1198, which weakened England's resources considerably. Further warfare with John led to the War of Bouvines, 1202-14, which saw Brittany and Aquitaine taken by the French (the latter following the death of Eleanor). A simple descriptive outline of some of Philip's actions 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 Philip's importance will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the given factor along with some other relevant factors which led to the collapse of English power. These may include Richard's prolonged absences, John's growing unpopularity, and the financial strains placed upon England by Henry II's two successors. At Level 5 there will be some attempts to evaluate the reasons for the virtual ending of English power in France, with some weighing of different factors to reach a clear conclusion.</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 in the years 1348-49, and the extent to which the growth of towns in fourteenth-century England explains the devastation wrought by the plague. In considering the given factor, candidates may consider social and economic developments in the first half of the century. Existing towns, such as London, Lincoln, York and Norwich were flourishing, and growing urbanisation was reflected in the growth of new towns such as Leeds, Liverpool, Harwich and Kingston-on-Hull. The state of these towns may be considered, including overpopulation and overcrowding, unsanitary conditions and the pollution of rivers and water supplies. Answers may also refer to trading networks. Internal trade was flourishing, while coastal towns had strong links with France and the Hanseatic towns. The nature of the plague meant that towns were hit hard by the Black Death in terms of sheer mortality. London lost nearly half of its population and there were similarly dramatic falls in other towns. An answer which describes some of the devastation caused by the Black Death in towns 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 may address a range of relevant factors which explain the impact of the plague. These may include the fact that the population was already in decline since the 1315 famine, and that there was little understanding of the nature of the plague and how it spread. Answers may also refer to the widespread devastation in isolated communities. At Level 5 will be answers which make some attempt to evaluate the devastation of 1348-49, and will weigh the significance of a number of relevant factors, including perhaps pre-existing conditions in England.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the challenge to the existing social structure in the years 1349-81, and requires a judgement on the success of that challenge. Candidates do not have to differentiate in great detail between urban and rural dwellers. Answers may consider the changed economy after 1348-49, and attempts to maintain the status quo through the Statute of Labourers and the freeze on prices. These were imposed at a time of acute labour shortage when labour mobility began to grow, a clear challenge to existing labour dues: the abolition of serfdom was at the forefront of the rebels' demands in 1381. Order had broken down in many parts of the country long before 1381 as peasants resisted traditional dues. The poll taxes of 1379-81 may have sparked the revolt of 1381, but the demands of peasants and townspeople in 1381 suggested that they wanted more involvement in the affairs of state. Along with the end of the poll taxes, they called for dispossession of the Church, the abolition of tithes, and the end of all traditional services. Answers may also refer to the events of 1381, and point to the fact that, although the revolt was defeated, there were no further poll taxes, and that rents gradually replaced labour service. An answer which describes some of these points 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 popular demands for change, but will include significant narrative or descriptive passages. Responses at Level 4 will clearly address the challenge mounted, and will address the extent of success achieved. At Level 5 will be those who evaluate the events of 1349-81 and their aftermath, and come to a reasoned conclusion on the extent of success.</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 English decision to invade France in 1415, and the extent to which Henry V's intention to strengthen his position as King of England influenced that decision. In considering the given factor, candidates may refer to the fact that, although Henry acceded peacefully to the throne in 1413, there remained much uncertainty about the Lancastrian position. Henry IV's grasp on the throne had never been secure, and there were many doubts surrounding the usurpation of 1399, not least among the Valois rulers of France. Henry decided not to stay in England to bolster his position, but was instead determined to assert all his Plantagenet rights, chief of which was his claim to the crown of France. An answer which focuses exclusively on some weaknesses of the Lancastrian position will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will focus clearly on the situation in 1415, perhaps noting that war was not unpopular at the time, that Henry had sufficient arms, manpower and money to intervene in France, and that he had little difficulty in winning over his court. At Level 4 answers will offer reasonable range and depth of accurate material, and will address a number of reasons for the invasion of France. These may include the weakness of the French crown, including the insanity of Charles VI and the divisions between Armagnacs and Burgundians. These divisions erupted into bloody conflict in 1413 in Paris and other cities. Candidates may also note that lords and commons gave strong support for the war, which they saw as potentially profitable and likely to increase the prestige of the country and its ruler. Mention may also be made of Henry's quest for personal glory in war. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on England's alliance with Burgundy, and the extent to which it maintained the English position in France in the years 1419-35. In considering the given factor, candidates may refer to earlier attempts at co-operation between Henry V and Burgundy, and that these were formalised following the Valois assassination of John the Fearless in 1419. Despite its artificial nature, the alliance operated throughout the 1420s because it was beneficial to both sides. The two sides campaigned with some success, notably in Normandy, and in the Burgundian defence of Paris in the late 1420s; and answers may refer to their joint action in the arrest and execution of Joan of Arc. By the early 1430s the alliance was in difficulty, and ended with the Treaty of Arras in 1435, when Philip of Burgundy recognised Charles VII as king of France. A simple descriptive outline of some of these events will be assessed in Levels 1 and 2, and progression will depend on relevance and range of accurate material. Those who attempt a causal analysis focused on the alliance 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 alliance for the maintenance of Lancastrian France, and there may be consideration of other relevant factors. These may include Bedford's government of the 1420s, which saw the extension and consolidation of Lancastrian France, and the continued weakness of the French monarchy until it began to revive in the late 1420s under Charles VII. At Level 5 will be answers which evaluate the significance of the alliance, and weigh its importance in comparison to other relevant factors.</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 military defeats in France in explaining the origins of the conflict. Candidates are not required to have knowledge of campaigns in France in the years before 1453. In considering the given factor, candidates may refer to some contextual knowledge: defeats in France had already led to outbreaks of unrest, notably Cade's rebellion of 1450, and the final defeat at Castillon in 1453 was a huge blow to the crown's prestige. The loss of France further weakened the already parlous state of royal finances. Answers may also note the effects of defeat on the nobility, who had been fighting in France and who had to abandon often substantial estates. A simple descriptive outline of some of these points, focused almost exclusively on defeats in France, will be assessed within Levels 1 and 2, and progression will depend on the range and depth of material offered. Those who offer some analysis of the impact of defeat will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess some factors which led to civil conflict in 1455. These may include the personality of Henry VI and the ambitions of Margaret of Anjou, both for herself and her son; and the growth of rivalries among the nobility, with long-standing family feuds spilling over into armed conflict. Candidates might note that Richard, Duke of York, the most powerful man in England after the king, was not associated with defeats in France, which strengthened his challenge to the monarchy from 1455. At Level 5 there will be an attempt to weigh the relative significance of a number of factors which led to the outbreak of conflict in 1455, perhaps linking Lancastrian weaknesses with the growing ambitions of the Yorkists.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the two reigns of Edward IV (1461-83), and the extent to which he re-established the authority of the crown in these years. Edward was in a strong position after taking the throne and defeating the Yorkists at Towton in 1461. His first reign established a powerful regime. By 1464 he had gained control of the north, and further strengthened his position through the flight of Margaret of Anjou and the capture of Henry VI in 1465. Leading nobles were won over by substantial land grants. Warwick's rebellion of 1469, Edward's flight abroad and the readeption of Henry VI proved ultimately fruitless; Edward's victory at Tewkesbury in 1471 was followed by the death of Henry VI and his son, thus removing the chief Lancastrian claimants. In his second reign Edward restored royal finances through the effective exploiting of crown lands and customs duties, while his foreign policy dealt with the Scottish threat and made peace with France in 1475. Royal authority was extended to the regions through placing key members of Edward's family in important regions, such as Gloucester in the north. A simple descriptive outline of events, perhaps focused on Edward's second reign, will be assessed within Levels 1 and 2, depending on the range and depth of material offered. Those who offer some analysis 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 extent to which royal power was restored and deployed effectively, though the answer may lack balance between the two reigns. At Level 5 will be answers which attempt to evaluate the nature of royal authority in this period, and which draw conclusions on the effectiveness of Edward's rule.</p>	30

A7 The Reign of Henry VII, 1485-1509

Question Number	Indicative content	Mark
13	<p>The question is focused on the role of the nobility during Henry VII's reign, and requires a judgement on whether they posed a serious collective or individual threat to the king. In considering the nobility as a body, candidates may refer to Henry's suspicions about their loyalty, especially after so many had sided with Richard III at Bosworth. In 1487 he set up a special court to investigate possible conspiracies mounted by members of the court. Henry tried to ensure noble loyalty by the extensive use of traditional methods, such as bonds and recognisances and increasingly frequent attainders. The Council Learned in Law proved efficient in enforcing noble loyalty. Equally, however, candidates may note that Bosworth had removed many leading nobles, and that there was no single powerful noble around whom resistance to Henry might coalesce. There were some threats by individuals, notably Lovell and the Stafford brothers in 1486 and Lincoln in 1487, and the long-term threat of both Warwick and Suffolk, but Henry was able to deal with these individuals with relative ease. Answers might also note that, while noble threats might have been significant in the early years of the king's reign, they became less important over time as Henry strengthened the powers of the crown. A simple description or narrative of some of these points will be assessed within Levels 1 and 2, and progression will depend on the range and depth of material offered. At Level 3 candidates will attempt an analysis of the role of the nobles, though the answer may include significant passages of descriptive or narrative material. At Level 4 answers will analyse the relationship between Henry and his nobles, perhaps noting the latter's importance both in government and in enforcing the law, but the response may lack balance. At Level 5 there will be a clear evaluation of the relationship between Henry and his nobles which draws reasoned and developed conclusions on the supposed noble threat to the king.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on aspects of Henry VII's foreign policy, and requires a judgement on why relations with Spain and Burgundy were so important. Answers may note the importance for Henry of the Spanish alliance formed at Medina del Campo in 1489. Essential to both sides in order to counter the growing power and ambitions of France, the intention of both sides to make it a permanent agreement might be seen in the proposed marriage between Arthur and Catherine of Aragon. Henry worked to keep the alliance strong, but the deaths of Arthur and Isabella of Castile weakened its significance and value from 1504. Henry's relations with Burgundy changed significantly during his reign. In the decade after Bosworth Henry had to counter Margaret of Burgundy's support for both Simnel and Warbeck, leading to the trade war from 1493. Henry's concern for English trade meant that better relations were established through the Intercursus Magnus of 1496. Philip the Good's marriage to Joanna of Castile encouraged Henry to seek a formal alliance with Burgundy, again aimed against France. He appeared to have secured this with the Treaty of Windsor in 1506, only for the alliance to fall apart almost immediately with Philip's sudden death. Answers which provide a simple description of some aspects of Henry's policy will be assessed in Levels 1 and 2, and progression will depend on the range and depth of material offered. At Level 3 candidates will begin to analyse the importance of Henry's relations with Spain and Burgundy, though there may be significant passages of narrative. At Level 4 answers will analyse the importance of relations with the two countries, though the answer may lack balance. At Level 5 there will be a clear attempt to evaluate the significance of these aspects of Henry's foreign policy which draws reasoned and developed conclusions.</p>	30

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