

# Mark Scheme (Results) Summer 2011

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

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

<b>5</b>	<b>25-30</b>	<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><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 5: 27-28 marks</b> As per descriptor</p> <p><b>High Level 5: 29-30 marks</b> The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p>
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*NB: The generic level descriptors may be subject to amendment in the light of operational experience.*

### **Note on Descriptors Relating to Communication**

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

### **Unit 1 Assessment Grid**

Question Number	AO1a and b Marks	Total marks for question
Q (a) or (b)	30	30
Q (a) or (b)	30	30
<b>Total Marks</b>	<b>60</b>	<b>60</b>
<b>% Weighting</b>	<b>25%</b>	<b>25%</b>

## A1 Alfred the Great and the Vikings, 793-c900

Question Number	Indicative content	Mark
1	<p>The question is focused on Viking raids and incursions between 793 and 877 and the extent to which these invasions brought dramatic changes to Anglo-Saxon England. Answers may refer to the assault on Lindisfarne in 793, which was followed by a period of frequent raids on coastal communities, with the Church and monasteries particularly targeted for their wealth. Candidates may consider the impact of these early raids on the ability of the Anglo-Saxon Church to function effectively. From the 840s sporadic raids turned to larger scale assaults which began to take on a more political complexion. Overwintering in defended camps, control of extensive areas of land, and extraction of danegeld became characteristic of Viking activities in England. The coming of the Great Heathen Army in 865 and the Great Summer Army in 871 led to widespread conquests. Northumbria fell in 866, East Anglia in 870, and Mercia in 874. These military successes were accompanied by widespread settlement of Viking forces in what became known as Scandinavian England. A simple description of some of these events will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the nature of change in these years, though there may be passages of narrative or descriptive material, and the chronological range might be restricted to the period from 865. Level 4 answers will provide an analytical focus on the nature and extent of change in the given period, and may consider the impact of the invasions on the kingdom of Wessex and its rulers. Answers at Level 5 will include some attempt to evaluate the impact of the Viking invasions, perhaps suggesting how these changed over time; and there will be some attempt to consider how dramatic these changes were.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on Alfred's rule from 878-99, and the extent to which the defeat of the Vikings at Edington was his greatest achievement in these years. In considering the given factor answers may point to the almost unbroken string of Viking successes before 878 which had transformed large parts of Anglo-Saxon England. Alfred's victory at Edington seemed decisive. It was followed by the Treaty of Wedmore with Guthrum and the recognised division of England into Anglo-Saxon and Scandinavian territories. Candidates may refer to the later incursions of Haesten and the Appledore Vikings, though their threat to Wessex had been neutralised by 896-7. A simple narrative focused largely on the given factor which describes some of these events will be marked in Levels 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the significance of Edington and its aftermath, and may mention other relevant factors, though there may be passages of narrative or descriptive material. Level 4 answers will consider Edington along with some other relevant achievements. These may include Alfred's military and naval reforms which improved the defence of his kingdom, including the establishment of a network of burhs; the consolidation of Wessex through the establishing of control</p>	30



<p>over London and parts of Mercia; the maintenance of good relations with Guthrum; attempts to restore religion through Alfred's monastic foundations and the restoration of links with the Papacy; and the promotion of learning through the court school and the translation of important works. At Level 5 will be those who make some attempt to evaluate the importance of Edington and weigh its importance when set against his other achievements. Candidates may note that the latter could only be accomplished while Wessex was at peace with the Vikings.</p>	
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## A2 The Norman Conquest and its Impact on England, 1066-1135

Question Number	Indicative content	Mark
3	<p>The question is focused on the disputed succession of 1066, and the extent to which Edward the Confessor must take responsibility for the conflicts of that year. In considering the given factor, answers may note that the succession process in pre-conquest England was not securely established, and may point to the role of Godwin in ensuring the Confessor's succession in 1042-43. The fact that Edward was childless made a succession dispute almost inevitable on his death. Moreover, he appears to have granted the succession to William on the latter's supposed visit to England in 1051-52, only to change his mind on his deathbed in favour of Harold Godwinson; though the latter may have sworn to support William's claim in 1064-65. Edward was also responsible for the rise of the Godwin family during his reign, so that Godwinson had become the most powerful man in England by 1065. A simple outline of events which is focused on the Confessor'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 the reasons for the conflicts of 1066 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 the troubles in 1066, with some consideration of the conflicting claims to the throne put forward by William, Godwinson and Hardrada. While the latter had a flimsy claim via Magnus and Canute, his invasion of 1066 proved very menacing. Harold's speedy coronation made William's intervention almost inevitable. At Level 5 there will be some attempt to evaluate the relative significance of a number of factors which contributed to the conflicts of 1066, and that the English throne was a prize worth fighting for.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the extent to which Norman rule changed the organisation of church and state after 1066. Answers may refer to substantial changes within the church, including the replacement of English personnel by Normans; the relocation of cathedrals; and an extensive building programme of both churches and cathedrals. After 1070 the respective roles of the sees of Canterbury and York were more clearly defined, along with the organisation of the parish and the creation of ecclesiastical courts. There were perhaps fewer changes in the organisation of the state. Anglo-Saxon earldoms were replaced by smaller Norman ones; and an important innovation was the creation of the chancery and the office of chancellor. William also tried to avoid future succession crises by establishing the notion of hereditary right, though this proved ineffective in 1100. Norman government was based on traditional procedures. There were no changes to the shires or shire courts, no new law codes, and no fundamental changes to the nature of the royal household. The coronation ceremony remained the same, emphasising the continuity between the English and Norman kings. A simple descriptive outline of some changes in church and/or state will be marked within Levels 1 and 2, and progression will be based on relevance and range of accurate material. Answers which</p>	30

	begin to provide an analysis of organisational change 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 in considering church and state. At Level 5 there will be some attempt to evaluate the nature and extent of both change and continuity over the period.	
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### A3 The Angevin Empire, 1154-1216

Question Number	Indicative content	Mark
5	<p>The question is focused on Henry's disputes with the Church, and the extent to which the Becket must take responsibility for the Church-state conflict. In considering the given factor, candidates may refer to Becket's promotion to Canterbury, which Henry believed would provide him with a certain amount of leverage in his campaign against the growing power of the Church. However, Becket championed the rights of the Church from the outset, especially over the issue of Church courts, and fled abroad rather than accept the terms of the Constitutions of Clarendon in 1164. His return to England in 1170 was swiftly followed by his murder in Canterbury Cathedral. A simple descriptive outline of some of these points 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 disputes which separated Becket from the king will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess Becket's role in the Church-state crisis, with some consideration of Henry's role in the dispute. For the king, Church reform was only part of his wider programme of reform and the restoration of authority after the civil conflict of Stephen's reign, and he was determined to end abuses within the Church, notably the misuse of Church courts to protect the clergy. He also seized some Church revenue during Becket's absence, and his son's coronation by the Archbishop of York was a clear insult to Becket. At Level 5 there will be some attempts to evaluate the reasons for the conflict, perhaps noting that it was caused in part by the bitter personal enmity which had grown up between the two main protagonists.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the baronial revolt of 1214-15, and the extent to which the struggle to maintain the Angevin empire intact after 1189 was the main cause of the revolt. In considering the given factor, candidates may refer to Richard's campaigns in France from 1194, and the financial strain placed on English resources to maintain the Angevin lands in the face of determined opposition from Philip Augustus. John's failures in France in the years 1199-1204 reduced royal prestige and depleted resources still further. Efforts to regain lost lands in 1206 and 1214 proved signal failures, and led to growing and organised opposition to the king from his barons. A simple descriptive outline of the failures of Richard and/or John 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 importance of the French campaigns in causing the baronial revolt will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to analyse the importance of losses of Angevin territory along with other relevant factors leading to the baronial revolt. These may include the alienation of barons who owned territory in France, and growing hostility towards John. The king was already disliked for his treachery towards both his father and his brother, for the huge financial demands he made on the</p>	30

	<p>barons, and for his exploitation of royal justice. He proved to be too trusting towards a small group of men, while the centralising practices of Angevin kingship reduced the role of the baronage. Many were disgusted by his murder of his nephew, and dismayed by the interdict of 1208. At Level 5 there will be some attempts to evaluate the reasons for the baronial revolt, and to weigh the relative significance of a range of factors.</p>	
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#### A4 From Black Death to Great Revolt: England, 1348-81

Question Number	Indicative content	Mark
7	<p>The question is focused on the years after the Black Death of 1348-49, and requires an explanation as to why the population failed to recover from the destruction caused by the plague. Answers may contextualise the damage of 1348-49 by noting that the population was already in decline in the earlier part of the fourteenth century largely thanks to famine and the reduction in the male population by war. The plague of 1348-49 was not an isolated incident. Plague had become endemic, with further outbreaks in the 1360s and 1370s, and beyond the given period through the fifteenth century. Some plague outbreaks appear to have been pneumonic rather than bubonic plague, which affected boys and young men in particular, with significant effects on the reproductive cycle. Answers may also refer to the severity of the outbreak of 1348-49, suggesting that any recovery would be very gradual over time; and to the social and economic dislocation which prevailed for the rest of the fourteenth century. Town life in particular was slow to recover, with some towns, such as Lincoln, especially hard hit; and in the countryside whole communities had been wiped out, with clear implications for food production. An answer which describes some of the reasons for low population growth after 1348 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 failure to recover, 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 in shaping their explanation. At Level 5 will be answers which make some attempt to weigh the significance of a number of relevant factors which explain the failure to recover from the devastation of 1348-50 and will draw a clear and sustained conclusion.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the Peasants' Revolt of 1381, and the extent to which it posed a serious threat to the traditional powers of the king and the nobility. Answers may place the revolt into a broader context by considering the social, economic and political pressures which had been growing since the 1350s. There was growing resistance to attempts to freeze wages and prices at pre-plague levels, and strong opposition to traditional labour duties. Peasants and townspeople had become more mobile and independent, and attacks on traditional authority were growing in many counties, notably Essex, Kent and East Anglia. While the 1381 revolt was sparked by the poll taxes of 1379-81, the rebels made a significant number of social demands which suggested a growing and sophisticated political consciousness. Anger at military setbacks and the mismanagement of royal finances was aimed at both the king and his leading ministers, while demands for the end of villeinage posed a serious threat to noble power. Major reforms in both church and state, and John Ball's social ideas, all revealed deep dissatisfaction with the exercise of traditional powers. An answer which describes some of the demands made in 1381, possibly focused on the poll taxes, 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 attempt to address the threat posed in 1381, but will include significant narrative or descriptive passages, possibly on the events in London. At Level 4 candidates will focus clearly on the threat posed by the rebels, noting that in the end Richard II easily dispersed what was essentially a localised rising in Kent and Essex. At Level 5 will be those who evaluate the seriousness of the threat, perhaps in context, and shape 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 military victories achieved by Henry V in France in the years 1415-19, and the extent to which these were gained through the incompetent leadership of the French forces. In considering the given factor, candidates may point to Henry's successes at Harfleur and Agincourt in 1415. The landing of English forces at Harfleur was unopposed, and the investment of the city was not relieved by the Dauphin's forces. It was clear before battle was joined at Agincourt that the French forces lacked organisation, discipline and leadership. There was no unified command or clear tactics, perhaps because the French felt certain of victory against an apparently small and weakened English force. French forces were packed so tightly together that they proved ineffective in the early stages of the battle. Henry V had further successes in 1417-19, including the seizure of Caen and Falaise, and the recovery of Normandy in 1419. These may be explained by the absence of effective French leadership and the unwillingness of the French to mount a serious challenge to the English. A simple description of some of these events, perhaps focused on Harfleur and Agincourt, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will attempt an analytical focus on French leadership, 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 a number of 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 effective leadership of his forces; the value of the English archers, especially at Agincourt; and the strong support within England given to the Lancastrian cause. Set against these points may be the serious weakness of the French monarchy and divisions within the ruling elite. At Level 5 will be an attempt to evaluate the significance of relevant factors, drawing secure conclusions on the differing leadership of English and French forces.</p>	30



Question Number	Indicative content	Mark
<b>10</b>	<p>The question is focused on the disintegration of English rule in France in the years before 1453, and the significance of the Treaty of Arras of 1435 in causing that collapse. The Congress of Arras was intended to negotiate peace between the French and the English, though the latter withdrew over demands that Henry VI's claim to the French crown should be dropped. Instead, the Treaty of Arras reconciled Charles VII and Philip of Burgundy, who broke his alliance with England. Arras consolidated Charles' position as king and ended the Armagnac-Burgundian feud. France was already in alliance with Scotland, and England's isolation led to a gradual decline in its position in France until 1453. A simple descriptive outline focused on the Treaty of Arras 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 Arras and its outcome 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 the treaty, and to consider some other relevant factors explaining England's decline. These may include the death of Bedford and the limitations of his successors, notably Suffolk; the weakness of Henry VI's rule in both England and France; and the growing power and confidence of Charles VII, as demonstrated in his attacks on Normandy and Aquitaine. At Level 5 there will be an attempt to evaluate the importance of a range of relevant factors which contributed to the collapse of Lancastrian France by 1453.</p>	30

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

Question Number	Indicative content	Mark
<b>11</b>	<p>The question is focused on the failure of Lancastrian forces in the years 1455-61, and the extent to which Henry VI and Margaret of Anjou were responsible for these setbacks. In considering the given factor, candidates may refer to Henry VI's inability to rule or even to make decisions, and that he had none of the military or political skills required for a late medieval king. During his increasingly frequent periods of incapacity, Margaret of Anjou took control. She formed alliances with Somerset and others against York, and built up a Lancastrian power base in the midlands. The decision of the 'parliament of devils' to arraign York as a traitor meant that the Yorkists were forced to resist the queen and her forces. Answers may note Margaret's mistakes in the late 1450s and in 1461. She kept her forces in the midlands, thus allowing the Yorkists to take control of London; and she failed to capitalise on victory in the second battle of St. Albans by taking London. This allowed the Yorkists to regroup and gain a decisive victory at Towton. A simple descriptive outline of some of these points, with some reference to 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 analysis of reasons for Lancastrian failures 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 caused Lancastrian failures. These might include military support given to York by leading nobles; the leadership of York and later of the Earl of March; and the reasons for the outcome of major battles during the given period. At Level 5 there will be an attempt to weigh those factors promoting Lancastrian failures and Yorkist successes, and to draw reasoned and developed conclusions.</p>	30

Question Number	Indicative content	Mark
<b>12</b>	<p>The question is focused on the reign of Richard III (1483-85) and requires a judgement on the reasons for the shortness of Richard's reign. Answers may refer to the crisis of 1483 which led to Richard's usurpation and the subsequent disappearance of Edward IV's two sons; these events left constant doubts about Richard's right to rule. Richard's alliance with Buckingham soon broke down, leading to the unsuccessful rebellion of 1483. During Richard's reign there was some opposition to his reliance on his northern allies in government, anger at the king's financial exactions, and failure in Scotland. Answers may note that Henry Tudor's 1483 campaign was a disaster, most nobles supported the king, and were impressed by his rule overall. However, Richard's usurpation led many Yorkists to join Henry Tudor in France, especially after he promised to marry Elizabeth of York if he gained the throne. By 1485 the French were disposed to help Henry to ward off a possible invasion by Richard. Answers may refer to the events of mid-1485, notably the course and outcome of the battle of Bosworth, and may consider Richard's mistakes in the battle and the crucial role of the Stanleys. A simple descriptive outline of some events in the given period will be assessed within Levels 1 and 2, depending on the range and depth of material offered. Those who offer some analysis of reasons for the shortness of Richard's reign 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 prevented Richard from establishing a secure regime, setting his problems against growing support for Henry Tudor, though the answer may lack balance. At Level 5 will be those answers which attempt to weigh a number of factors which contributed to Richard's fall, and to draw reasoned and developed conclusions.</p>	30

## A7 The Reign of Henry VII, 1485-1509

Question Number	Indicative content	Mark
<b>13</b>	<p>The question is focused on the rebellions and challenges to Henry's rule which occurred throughout his reign, and the weakness of his claim to the throne in causing those risings. In considering the given factor, candidates may note that Henry's hereditary claim, through Margaret Beaufort to Edward III, was a weak one; most Yorkists, notably Elizabeth of York, had stronger claims in this regard. However, victory at Bosworth and the death of his Yorkist predecessor gave Henry a strong claim through right of conquest. The weak hereditary claim may explain the Simnel and Warbeck rebellions, when two imposters were put forward as strong Yorkists claimants, both backed by Margaret of Burgundy. While Henry was able to dispose of the Simnel challenge effectively at Stoke in 1487, Warbeck's challenge was more complex. Candidates might note that support for Warbeck came from France, Burgundy, the Empire and Scotland, giving the affair a significant international dimension, making it part of a strategy to undermine England's position in Europe. Answers may challenge the claim made in the question by referring to the Cornish and Yorkshire rebellions, which showed local opposition to high taxes, and might point out that a noble rebellion was being outlined at the end of Henry's reign in protest at his policies towards the nobles, though reference to these is not required for accessing any level. A simple narrative description of some of these challenges mounted against Henry will be assessed within Levels 1 and 2, and progression will depend on the range and depth of material. At Level 3 candidates will attempt an analytical focus, though the answer may include significant passages of descriptive or narrative material. At Level 4 answers will consider a number of reasons for challenges to Henry, perhaps noting the personal hostility of Margaret of Burgundy during the Simnel and Warbeck rebellions, but the response may lack balance. At Level 5 there will be an attempt to evaluate the reasons for rebellions during Henry's reign, and to draw reasoned and developed conclusions.</p>	30

Question Number	Indicative content	Mark
<b>14</b>	<p>The question is focused on the power of the English monarchy, and on the extent to which Henry strengthened royal power during his reign. Answers may note that Henry inherited an essentially stable throne, with royal power having been restored by both Edward IV and, to a lesser extent, Richard III. Candidates may refer to Henry's suppression of rebellions, but this material should not dominate the answer. Answers may refer to some of the key features of Henry's government. The nobles were held in check by methods such as bonds and recognisances, and by the Council Learned in Law. However, they were also vital in both central and local government. Respect for the law was enforced by nobles, JPs and the King's Council. The growth of royal revenue was central to the development of royal power, and Henry successfully increased his revenue from crown lands, customs duties and traditional dues. Candidates may also refer to some of Henry's successes in foreign policy, notably perhaps with Scotland, which enhanced royal power within England. Answers which provide a simple description of some of Henry's actions 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 attempt an analysis of actions which enhanced royal power, there may be significant passages of narrative and descriptive material. At Level 4 answers will analyse some ways in which royal power was strengthened. At Level 5 there will be an attempt to evaluate the extent to which royal power increased during Henry's reign, and to draw reasoned and developed conclusions.</p>	30

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