

Mark Scheme (Results)

January 2013

GCE History (6HI01/A)

Unit 1: Historical Themes in Breadth

Option A: England in the Middle Ages
and the Transition to the Early Modern
World

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General Marking Guidance

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

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

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

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

GCE History Marking Guidance

Marking of Questions: Levels of Response

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

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

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

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

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

Deciding on the Mark Point Within a Level

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

Assessing Quality of Written Communication

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

Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

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

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

5	25-30	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected which demonstrates some range and depth.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 5: 27-28 marks As per descriptor</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

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

Unit 1 Assessment Grid

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

A1 Alfred the Great and the Vikings, 793-c900

Question Number	Indicative content	Mark
1	<p>The question is focused on Viking successes in the years 793-865, and the extent to which these successes were due to the failure of the Anglo-Saxon kingdoms to unite against a common enemy.</p> <p>Viking raids began in 793 with the assault on Lindisfarne, and in the years to 840 there were several raids on coastal communities, which targeted churches and monasteries for their wealth. During this period the Anglo Saxon kingdoms did not unite against the Vikings, in part because Viking raids were sporadic, unpredictable and largely limited to coastal areas. Answers may also refer to the internal divisions within some kingdoms, notably Northumbria and Mercia. From the early 840s the summer raids grew in size and the Vikings began to establish their control of extensive tracts of coastal land in the years before the coming of the Great Heathen Army in 865. Set against Anglo-Saxon divisions were the strengths and military skills of the Viking forces. They had strong leadership, extensive sea power, and used the elements of speed and surprise to their advantage.</p> <p>Level 5: answers will have a secure focus on the question, will consider the given factor and some other relevant points, and support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the stated factor and some other points, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, and may focus more on Viking strengths than on Anglo-Saxon divisions.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places; and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the early years of Alfred's reign as King of Wessex, and requires an explanation of why he was able to survive as King in the years to 878.</p> <p>Answers may refer to the events of the year 871, when the West Saxon forces fought nine battles against the Vikings, winning at Ashdown but suffering several defeats including those at Basing and Merton. Although Alfred was recognized as King after the death of Aethelred, his accession was not universally accepted because the rights of Aethelred's children had been set aside.</p> <p>In the years 871-875 the Danes left Wessex alone while they strengthened their hold on Northumbria, East Anglia and Mercia. Guthrum's attack of 876 led to the seizure of Wareham and Exeter, but he withdrew to Mercia when his relief fleet was scattered at sea; this gave Alfred a much-needed breathing space.</p> <p>Answers may refer to the attempted coup against Alfred at the Christmas celebrations at Chippenham in 877, when nobles and churchmen expressed their dissatisfaction at high levels of taxation and at Alfred's perceived weakness against the Danes. Alfred's flight to Athelney, his gathering of an army of loyal supporters, and his victory at Edington guaranteed his survival as king.</p> <p>Level 5: answers will have a secure focus on the question, will consider a number of reasons for Alfred's survival, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address some reasons for the king's survival, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, and may focus either on the year 871 or the year 878.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</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 Anglo-Saxon England on the eve of the Norman Conquest, and on the extent to which the kingdom was both well-governed and wealthy.</p> <p>Answers do not have to give equal weight to the government and wealth of Anglo-Saxon England, and may run both factors together.</p> <p>In considering the government of Anglo-Saxon England candidates may refer to the effectiveness of central government and the carrying out of the King's will through the system of earldoms and shires. Law and order was maintained through an effective and comprehensive legal system. Central government worked well, but the stability of government might be questioned because of the absence of a clear line of succession to the throne, and by the growing power of the house of Godwin.</p> <p>The wealth of England may be assumed thanks to an efficient taxation system, a network of royal mints, and the primacy of the silver penny. Overseas trade was strong, with significant exports of metalwork, embroidery, and manuscripts. A number of boroughs were growing in importance as trading centres, notably York and London. The wealth of late Anglo-Saxon England might also be inferred by the growing size and splendour of its churches, most notably Westminster Abbey.</p> <p>Level 5: answers will have a secure focus on the question, will consider both the government and the wealth of Anglo-Saxon England, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address both government and wealth, but selection of material may lack balance, and may focus more on the economy than on government.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the nature of royal power during the reigns of William I and his successors, and the extent to which the power of the monarchy was changed by the Norman conquest.</p> <p>Candidates are not required to consider the whole chronology to 1135; they may access any level of attainment by focusing on the years 1066-87.</p> <p>In considering the extent of change, answers may refer to the substantial military power which William exercised after 1066 compared to that of Edward the Confessor. Castles were built which helped establish Norman power throughout the kingdom. Military strength enabled William to suppress rebellions with increasingly effective brutality, most notably in the Harrying of the North from 1069. The development of the feudal system also served to strengthen royal power, as did the Domesday Survey of 1086; and answers may note the extent of royal forests and the importance of forest laws. William attempted to establish that there would be no future succession disputes through the principle of hereditary right, though this proved to be ineffective in 1100. Candidates may also consider the elements of continuity in the nature and extent of royal power. The coronation of 1066 was carried out according to English traditions and customs, though the unclear canonical status of Stigand meant that William was crowned by the Archbishop of York, not of Canterbury. The system of the earldoms and shires was retained, though with Norman rather than English personnel, and the existing system of law courts was retained.</p> <p>Level 5: answers will have a secure focus on the question, will consider the nature of royal power and elements of change and continuity over time, and will support their analysis with a range of accurate factual material in some depth. Level 4: answers will address royal power, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, and may focus more on change than on continuity.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

A3 The Angevin Empire, 1154-1216

Question Number	Indicative content	Mark
5	<p>The question is focused on the government of the many territories which comprised the Angevin Empire, and on the extent to which Henry II was able to maintain control of these lands.</p> <p>Answers do not have to consider all the territories which Henry controlled to access higher levels of attainment.</p> <p>Henry's inheritance consisted of England and Normandy; from his father he also possessed Anjou, Maine and Touraine. The king's marriage to Eleanor of Aquitaine added her lands to the empire and in 1158 he succeeded in Brittany on the death of his brother. The degree of control which Henry exercised varied widely throughout the Angevin lands. He rapidly established his power in England, reduced the threat from Scotland, and began the conquest of Ireland in 1171. He reasserted his rights in Normandy, but his control was limited by the homage he was compelled to make to Louis VII. His paternal inheritance of Anjou, Maine and Touraine were effectively administered under strong royal control; but his power within the different territories which made up Aquitaine was never secure. The empire was held together, not by any collective institutions but by Henry's personal prestige. The King travelled widely throughout his domestic and continental possessions and his personality played a major part in maintaining the empire.</p> <p>Level 5: answers will have a secure focus on the question, and will consider varying degree of control which Henry exercised within several different territories. Analysis will be supported with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address matters of control, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, and may focus more England and Ireland than on the continental possessions.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the control exercised by Richard I and John over their Angevin territories and the reasons for their inability to maintain effective control.</p> <p>Since the question is focused on overseas territories, reference to England will not be relevant.</p> <p>Richard's absences in the Crusades encouraged the attacks on his territories by Philip Augustus of France. After his release from the emperor's custody Richard stayed in France for most of the rest of his reign. He never managed to recover all his Norman territories and spent much of his time on intermittent warfare against France.</p> <p>John's reign started in more fortunate circumstances: in 1200 Philip Augustus recognized John's succession to all his Angevin lands. However, the disastrous impact of John's unwise marriage, coupled with his misgovernment of Normandy, lost him much support. Philip was able to overrun Normandy and, with the death of Eleanor of Aquitaine, to seize most of her territories. For the rest of his reign John had to deal with a number of domestic challenges in England, including the growing financial weakness of the crown, which prevented him from mounting any serious attempt to recover his Angevin territories.</p> <p>Level 5: answers will have a secure focus on the question, will consider a number of relevant factors, and will support the analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question of control, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, with uneven treatment of the two reigns.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</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 decline in the size of the population in the years after 1348, and the extent to which the Black Death was responsible for that decline.</p> <p>Candidates may provide evidence of the dramatic fall in the size of the population in the years 1348-50, noting that it would inevitably take many years for numbers to recover. There was high mortality in many cities. London's population fell from 70,000 to 30,000, which made a rapid recovery unlikely; and there is evidence of similar falls in other cities and large towns.</p> <p>Candidates may also place the Black Death within the context of population change in 14th century England. The population was already in decline as a result of famines, notably that of 1315, and the effects of war changed the age distribution of the male population. Moreover there were further outbreaks of plague after 1348-50, in 1361-4, 1368, 1371 and 1373-5. These plagues caused an especially high death rate among boys and young men, with consequent further dislocation of the reproductive cycle. Answers may also refer to the fact that whole villages vanished in every county in England, with serious implications for food production.</p> <p>Level 5: answers will have a secure focus on the question, will consider both the stated factor and a number of other relevant factors, and will support the analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question of population decline, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, with uneven treatment of factors.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the extent to which English kings were able to maintain the existing structures of society in the years 1349-81.</p> <p>Answers may refer to Edward III's attempts to maintain the traditional labour dues and to freeze wages through the Ordinance of Labourers of 1349 and the Statute of Labourers of 1351. However, these measures were largely ignored by landowners desperate for labour, and peasant wages continued to rise throughout the period. There is also evidence that the collapse in rents meant that some labourers were able to convert their status to that of independent landowning farmers. Answers may also refer to the Sumptuary Laws of 1363 which suggested seven social categories, with clothing appropriate to one's status.</p> <p>The various demands made by the peasantry in the late 1370s point to the strains within the social, political and religious structures of England. Answers may also consider the role of the young Richard II during the Peasants Revolt, notably in the killing of Wat Tyler and the scattering of the Essex and Kentish rebels.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent to which existing structures were maintained, and will support the analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance, with uneven treatment over the chronology.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

A5 Anglo-French Rivalry: Henry V and Henry VI, 1413-53

Question Number	Indicative content	Mark
9	<p>The question is focused for on the success of English forces in France in the years 1415-22 and the significance of strong leadership in explaining those successes.</p> <p>Answers are likely to focus on the leadership of Henry V. He engaged in meticulous planning for the invasion of France and raised substantial sums of money from parliament, the nobility and church. Henry showed great ruthlessness in his pursuit of his ambitions in France. The investment and occupation of Harfleur was a success, as was the victory against overwhelming odds at Agincourt. Henry also showed great diplomatic skills in his negotiations with the emperor Sigismund and John the Fearless of Burgundy.</p> <p>Other relevant factors include the King's ability to keep his armies in the field in the years 1417-20, when Caen and Falaise were captured, along with the whole of Normandy. The incompetence of the French nobility was displayed when they proved unable or unwilling to relieve Harfleur; and their forces at Agincourt were both disorganised and indisciplined. Above all the French were unable to mount a serious challenge to the English invasion, thanks in part to the weakness of the monarchy of Charles VI.</p> <p>Level 5: answers will have a secure focus on the question, will consider the significance of the stated factor and other relevant points, and will support the analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on Henry V alone.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the treaty of Arras of 1435, and the extent to which it marked the key turning point for English rule in France in the years 1422-53.</p> <p>Arras was intended as a comprehensive peace settlement between France and England, but the English representatives withdrew after refusing to abandon Henry VI's claim to the crown of France. Charles VII used the opportunity afforded by the meeting to be reconciled with Philip of Burgundy, who ended the 16 year alliance with England. Divisions between Armagnacs and Burgundians were now at an end: this development, coupled with France's alliance with Scotland, left the English increasingly isolated in the years after Arras. The English never recovered after 1435; the weak leadership of both Henry VI and Suffolk led to the gradual collapse of Lancastrian France in the years to 1453.</p> <p>Other key turning points might be considered. Bedford had provided strong leadership for the English, and further consolidated control of English lands in France in the years after 1422. His death, also in 1435, may be seen as a significant development. Answers might consider the importance of the coronation of Charles VII at Reims in July 1429, soon after the intervention of Joan of Arc. Candidates may also points to the significance of the battle of Castillon in 1453 which effectively ended the Hundred Years' War and the English occupation of France.</p> <p>Level 5: answers will have a secure focus on the question, will consider the significance of the Treaty of Arras and other relevant points, and will support the analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus largely on the aftermath of the Arras accords.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</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 civil conflict in 1455 and the extent to which Henry VI's weaknesses as King were responsible for the conflict.</p> <p>Henry's personal shortcomings had been apparent for many years. He was known to dislike war, and never took part in any of the campaigns in France. He alienated many nobles by taking advice from only a few favoured friends. The king's treatment of the duke of York was mistaken. York failed to gain sufficient recompense for the massive expenses incurred in France, and this only added to his alienation from the king. Henry's prolonged insanity of 1453-4 was also significant. As royal power weakened noble power began to grow, contributing to increasing divisions within the nobility (the Nevilles and Percies in the north and the Bonvilles and Courtneys in the west). Henry's deficiencies were also linked to the growing power of Margaret of Anjou and her role in government. She must also bear some responsibility for the growing alienation of York.</p> <p>Other relevant factors include military setbacks in France which culminated in the battle of Castillon in 1453. The growing financial weakness of the crown meant that the monarchy was virtually bankrupt by 1455. Many nobles took the side of Richard of York, persuaded that he displayed more kingly qualities than Henry VI.</p> <p>Level 5: answers will have a secure focus on the question, will consider the significance of Henry's inadequacies and other relevant points, and will support the analysis with a range of accurate factual material in some depth.</p> <p>Level 4: candidates will address the question, supporting their analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on Henry and Margaret of Anjou.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on Edward IV's rule in the years 1461-83, and on the extent to which the King established a stable royal administration.</p> <p>Answers may display uneven development across the chronology, with more development possible on the years after 1471.</p> <p>Edward was in a strong position in 1461 following the defeat of the Lancastrians at Towton. During his first reign he established a strong monarchical regime. He extended his power in the north and west of the country and capitalised on the flight of Margaret of Anjou and the capture of Henry VI in 1465. He cemented good relationships with the nobility, thanks in part to the distribution of generous land grants. Warwick's rebellion of 1469 and the readeption of Henry VI proved a short-lived interlude in the reign, and Edward was strong enough to defeat the Lancastrians at Tewkesbury in 1471. The deaths of Henry VI and his son left just one serious Lancastrian claimant, the exiled Henry Tudor.</p> <p>Edward's second reign continued to extend royal authority. Loyal nobles, including his brother Gloucester, were used to control different areas of the country. Gloucester was very effective in the north, and his incursions reduced the threat which Scotland posed to Edward's security. Edward also saw a notable improvement in royal finances from crown lands and customs revenues, and his use of the chamber rather than the Exchequer for controlling royal expenditure was a useful and successful innovation.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent to which royal government was stable in these years, and will support the analysis with a range of accurate factual material in some depth. Some may point out that Edward's premature death in 1483 prevented the stable succession of his elder son.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on either the first or second of Edward's reigns.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

A7 The Reign of Henry VII, 1485-1509

Question Number	Indicative content	Mark
13	<p>The question is focused on the improvement of royal finances in the years 1485-1509, and the extent to which Henry VII was personally responsible for this improvement.</p> <p>Answers may refer to a number of ways in which Henry exploited the traditional sources of royal income. The recovery of alienated royal lands and their effective supervision led to a significant boost in income. Traditional feudal dues along with bonds and recognisances were used extensively, while tonnage and poundage duties rose as trade recovered towards the end of the century. By 1509 customs duties provided one-third of Henry's income; during his reign he twice updated the Book of Rates of customs duties to be paid in London. Parliamentary grants were given from time to time for specific purposes, and the growth of royal income enabled Henry to keep the lavish court which impressed the nobles and the country. A significant development was Henry's abandonment of the Exchequer and the restoration of the chamber system of finance developed by Edward IV. This change allowed Henry to maintain close supervision of financial affairs, both personally and through royal officials such as Empson, Dudley and Bray.</p> <p>Candidates may challenge the question by noting that the ending of the Wars of the Roses and the establishment of peace at home and abroad were also contributory factors in improving royal finances; in this respect, the French pension granted in the Treaty of Etaples proved a welcome addition to royal revenue. Answers may also comment on the quality of the officials charged with supervising financial affairs.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent to which Henry was personally responsible for the revival of royal finances, and will support the analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on the role of the king at the expense of other factors.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on England's relations with Scotland and Burgundy during the reign of Henry VII, and requires a judgment on how seriously these two countries threatened Tudor security.</p> <p>References to both France and Spain, mentioned in the clarification of content, will only be relevant if they are linked to Scotland and Burgundy.</p> <p>James IV of Scotland's hostility towards England was long established. He provided considerable backing for the Yorkists and renewed Scotland's alliance with France in 1491. His generous support for Warbeck over a considerable period of time threatened stability, as did his attempted invasion of 1496. However, relations improved with the truce of Ayton in 1497 and with Scotland's abandonment of Warbeck. The Treaty of Perpetual Peace of 1502, and the dynastic marriage between James and Margaret Tudor removed all threats to Henry from Scotland for the rest of his reign.</p> <p>Relations with Burgundy were equally important. Henry's weak hereditary claim encouraged the Simnel and Warbeck rebellions. Margaret of Burgundy supported the former with troops and money; and promoted Warbeck both at her own court and that of the Emperor. Henry was able to neutralise both these threats, and thereafter worked to improve relations with Burgundy. Margaret's death made his task easier, leading to a revival of trade and good relations through the Magnus Intercursus, which resolved the trade wars which Margaret's interference in English affairs had sparked. In 1506 Henry took advantage of Philip of Burgundy's shipwreck at Weymouth by persuading the duke to hand over Suffolk, the last serious Yorkist claimant.</p> <p>Level 5: answers will have a secure focus on the question, will consider the nature of the threat from both Scotland and Burgundy, and Henry's success in dealing with both. The analysis will be supported with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material. Selection of material may lack balance and may focus on one country at the expense of the other.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

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