

**MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers**

9769 HISTORY

9769/11

Paper 1A (British History Outlines c.300-1547),
maximum raw mark 90

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

- (a) The banding definitions which follow reflect, and must be interpreted within the context of, the following general statement:

Examiners should give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may well yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 2 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

Band 1: 25–30

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

Band 2: 19–24

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary. Use of English will be highly competent, clear, generally fluent and largely error-free.

Band 3: 13–18

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

Band 4: 7–12

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may well be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated. Some errors of English will be present but written style should be clear although lacking in real fluency.

Band 5: 0–6

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; unsupported generalisations, vagueness and irrelevance are all likely to be on show. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

Section 1: c.300–663

1 To what extent were the problems in Britain in the fourth century caused by the Roman Emperors?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could refer to the relatively frequent changes of Emperor which affected the government of Britain. New rulers such as Constantine and Magnus Maximus emerged from Britain. Some challenges to the Empire also included Britain such as the rebellion of Magnentius, and Valentinus also raised a rebellion when exiled to Britain. The problem with the Emperors lay in their spasmodic interest in Britain. After the 367 barbarian conspiracy, Valentinian sent troops to restore order but others, like Maximus and Honorius removed troops to support their interests and garrisons were disrupted as a result. Candidates could suggest that some Emperors, such as Diocletian, tried to improve the administration of Britain so were not to blame. Also there were attempts to repair Hadrian's Wall and to build defences. Other causes of problems could include the raiding of the Scots and the Picts, the forts and the Wall falling into disrepair, some religious conflicts once Rome had become Christian and the fact that Britain was on the edge of the Empire.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. The question asks for a judgement and candidates may conclude that the Emperors were not in a position to exert much influence on Britain and thus problems arose, but that a greater impact came from their need to withdraw troops to meet the threat from the barbarian invaders. Once there was no Roman army to keep order, there were bound to be difficulties.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

2 Assess the view that the establishment of towns was the most important legacy left by the Romans in Britain.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could argue that, as there were no towns in Britain prior to 43, the statement is true. The native aristocracy were ready to co-operate with the Romans in the founding of towns. The role of towns in Roman Britain is largely explained by archaeological evidence and candidates may use this. Baths, amphitheatres, the water supply and commercial and governmental buildings could feature. Candidates could consider other important legacies such as roads, villas, the church, fortifications and any other facets they think important.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates are asked to make a judgement and could conclude that the evidence does suggest that towns were a vital legacy. Even if some were deserted once the Roman army left, enough survived to be centres of population to justify the statement. London is the prime example but it is clearly very important in the legacy of Rome.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

3 How powerful a ruler was Penda of Mercia?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. One view could be that he was very powerful. He killed three successive kings of East Anglia as well as Oswald of Northumbria. He raided beyond Hadrian's Wall, which implies he had plenty of horsepower. He extended Mercian power from a small area on the river Trent to the whole of the Midlands and his son went on to control East Anglia, and thus gain an outlet to the sea. The alternative view might rest on the evidence that Penda was not included in Bede's list of Bretwaldas and so was not recognised by contemporaries as a great power. He was also in the end killed by Oswy of Northumbria, although succeeded by his son Wulfhere without much question. As a pagan king Penda is likely to be reviled by Bede and other sources which were connected with the church at Canterbury, so his status may have been undermined in that way.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates are asked to come to a view and may conclude that on analysing the evidence, Penda was a powerful, although probably not the most powerful, Anglo-Saxon king of his day.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

4 'The achievements of the Roman mission to the English up to c.660 have been exaggerated.' Discuss.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that the Roman mission was generally successful and so not exaggerated. The work of Augustine in Kent from 597 led to the conversion of Kent and eventually East Anglia. Canterbury soon became a recognisably Christian capital and paganism was forbidden in Kent. A native priesthood was trained up and native bishops appointed. Admirers of Rome, like Wilfred, brought Roman customs to the English church. Alternatively there were regular setbacks. Even in Kent, Ethelbert's successor was not a Christian and there were reversals in East Anglia and in Northumbria when Edwin was killed and Paulinus returned south. England did not seem attractive to possible appointees to Canterbury who were in Rome and filling the archbishopric was not always easy, especially after the death of Deusdedit. The work of converting northern England was largely done by missionaries from Iona and then Lindisfarne.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates could argue that the Roman mission was a success in that it kept going in Kent and kept up contacts with Rome. It was not a success if its aim had been to convert the whole of England.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

5 'The most significant contribution to the development of Celtic Christianity up to the Synod of Whitby was made by Saint Aidan. Assess this verdict.'

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may suggest that Aidan was crucial because the mission from Iona, which sparked the conversion of Northumbria, was led by him. His achievements are lauded by Bede with plenty of anecdotal evidence. He seems to have had the personal skills to engage with people of all classes. Alternatively, there were other figures. The initial encouragement of Oswald meant the mission got started and iconic leaders like Cuthbert had a great impact.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that the work of Aidan in establishing what became a much respected monastic centre at Lindisfarne and which attracted Cuthbert to it, was the essential first step in the advance of Celtic Christianity, or they may prefer a synthesis.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

Section 2: 663–978

6 Consider the claim that Saint Wilfred's main aim was the enforcement of the supremacy of Roman Christianity.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates who wish to argue in favour of this statement might point to Wilfred's role as spokesman for the Roman view at the Synod of Whitby, his frequent visits to Rome and his papal charter to protect his monastic foundations from outside interference. He was also a keen preacher in Frisia and Sussex where he converted the last pagan British kingdom. He claimed to have introduced the rule of St Benedict to Northumbria and he appealed to the Pope when he ran into difficulties in his diocese. Alternatively, his background included time spent on Lindisfarne and he was a wealthy Northumbrian nobleman. The problems he had, leading to him being deprived of his see on three occasions, have been viewed as being similar to the disputes that arose between kings and their secular lords. He was a patron of hermits and encouraged women in vows of virginity which are more typical of the Celtic church. When he died his possessions mostly went to the Abbots of Ripon and Hexham and he named his own successor, thus behaving again like a Northumbrian noble.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates could conclude that there was no clear-cut division between Roman and Celtic churches – the Irish were active in Gaul as well as Northumbria. and that Wilfred did not see his role in those terms.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

7 How great was the contribution of the monasteries of Monkwearmouth and Jarrow to the cultural achievements of Northumbria up to 735?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that the monasteries led the cultural achievements. Examples could include the construction of the buildings, the Codex Amiatinus and the Lindisfarne Gospels. The wide range of Bede's writings is further evidence. The Ruthwell Cross was possibly made by an artist trained at Jarrow. In addition, much influence came from Europe and even Byzantium. Some of the items found in Cuthbert's tomb reflect these trends and the calligraphy and illumination of manuscripts were similarly influenced.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may well feel that the contribution of the monasteries is so crucial that no other explanation can begin to match their role. But they may add that the culture was a conglomerate and derived from classical motifs in many cases.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

8 How is the emergence of Wessex as the dominant power in England up to 871 best explained?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might consider the decline of other kingdoms, the qualities of the rulers of Wessex and the circumstances of the time.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may argue that the downfall of Mercia was a major factor in the rise of Wessex. After the death of Offa, there were problems with the succession and several aristocratic dynasties put forward a claim. The resultant anarchy meant that records for the period in Mercia became sparse. There were similar succession problems in Northumbria, along with the incursions of the Danes. An alternative factor lies in the death of Beorhtric of Wessex in 803. He had acknowledged Mercia as his overlord, but the new king, Ecgberht, did not and proved an able soldier, perhaps helped by the time he had spent in exile at the court of Charlemagne. He defeated the Mercians at Ellendun in 825 and his son subdued Essex, Kent, Surrey and Sussex shortly afterwards. He was then able to conquer Mercia and even force the Northumbrians to pay tribute. Ecgberht realised the need to provide for the succession to keep control of Mercia, warned by the example of the fall of Mercia and events on the continent after the death of Charlemagne and in 840 when he died, having reigned for 36 years, another of his strengths, his son Aethelwulf, succeeded and he, in turn, was succeeded by his son, Alfred. Despite the attacks by the Vikings, and his absence on pilgrimage to Rome, Aethelwulf was able to maintain his power. It was left to Alfred to consolidate. Candidates may argue that the problems being experienced elsewhere in England made it easier for Wessex to become supreme, but that, without a series of able kings who succeeded unopposed, little could have been achieved.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 13	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

9 'The Vikings brought little but destruction to English society.' How valid is this judgement up to 871?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may feel that this is an accurate judgement. They can point to the raid on Lindisfarne, the sack of Sheppey, attacks on London, Rochester, Winchester and Southampton. In addition, the drying up of books and charters from Northumbria, Mercia and East Anglia indicates further destruction and Alfred was to lament the decline of learning. Three bishoprics disappeared and the East Anglian king was killed by the Vikings, perhaps as a pagan sacrifice. There may have been areas where the Viking raids did not penetrate and there were Britons in Cornwall, for example, who welcomed the Vikings as allies against the Angles, but cultural and urban life was seriously damaged.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates are likely to argue that, within the dates give, the Vikings were destructive. Their aim was to raid and steal and return to their ships. When they first wintered in England and commandeered horses, they ranged all over eastern England. Their more constructive contribution came when they settled down in the Danelaw.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 14	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

10 To what extent is Alfred's ultimate success against the Vikings explained by his character?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may assess a number of factors. One should be Alfred's character. It was his determination and perseverance in the dark days at Athelney which ensured the resistance to the Danes continued. His military planning, leadership skills and tactics also contributed. Other explanations include the view that the royal house of Wessex was stronger than some other royal families. It was united so the Vikings could not use a possible rival against Alfred. It was popular and had not been robbing the church, as kings elsewhere had done. Wessex was ready to rally to Alfred. After the victory at Edington, Alfred made a realistic peace with Guthrum and, by making him into a fellow-Christian ruler, made it harder for Guthrum to break the treaty. Further Danish incursions were met by the defences Alfred had put in place, the burhs, the standing army and the navy.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates should try to reach a judgement which may well be a synthesis, arguing that Alfred's character along with his methods of dealing with the Vikings, made all the difference.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 15	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

Section 3: 978–1135

11 How justified is the view that Aethelred II was personally responsible for the failure of the English to prevent Danish conquests during his reign?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may argue that Aethelred was to blame and his famous soubriquet *the Unready* did not emerge from nowhere. They could cite his readiness to pay Danegeld, which simply encouraged the Danes to return, his failure to build a navy and the fiasco in 1006 when he did, the lack of resistance to Thorkell and the murder of the archbishop of Canterbury. He also infuriated the Danes by the ill-advised massacre of Danes on St Brice's Day in 1002. Alternatively, they could refer to other factors. The Danes themselves were more inclined to settle in England as well as to raid and their king, Swein, was ambitious. There were divisions at court. Eadric Streona came to power after murdering his rivals and Wulfnoth turned against the king when he lost favour and began to attack on his own behalf. The Danes were a formidable enemy and in 991 defeated Byrthnoth at the battle of Maldon.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that Aethelred was unlucky more than unready in coming up against a determined and ferocious enemy and lacked the personality and the support to defeat the Danes. They can discuss the wisdom or not of paying Danegeld and consider how far Aethelred was himself in control of policy.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 16	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

12 'Cnut's reign was marked more by continuity than change.' Discuss.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may feel that continuity was the keynote. Cnut went so far as to marry the widow of Aethelred. He paid off many of his Danish supporters and they went home richer than before. This was financed by confiscated English lands but such transfers were the norm in a change of dynasty. On the same lines he got rid of Eadric Streona, the main threat to Cnut from the English nobles. He promised to rule according to the laws of king Edgar. Cnut wanted reconciliation and so made amends for the murder of Aelfeah. He founded a church at Assandun to mark his victory there, but also remembered the English dead. He even went to Rome as English kings before him had done. He continued another Anglo-Saxon governmental trait, that of imposing high levels of taxation. There were some changes. The ealdormen were replaced with Earls and the chief three were Cnut's men, Siward, Leofric and Godwine. They presided over the shire courts, where the law was enforced with greater vigour. The rivalries between them were a dubious legacy from the reign. The main change, it could be suggested, was the ending of Danish raids.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that Cnut inherited a system of government that worked and so had no need to change it, just to make it work more effectively. His personal religious devotion developed during his reign and his benefactions to the church ensured him a good press among the chroniclers. It can be argued that the change of regime was far less brutal than in 1066, although the dispersal of English wealth abroad was common to both and the Danes left no great architectural inheritance.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 17	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

13 'The power of the Godwins was the main problem facing Edward the Confessor during his reign.' Assess this view.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may largely agree with this view. The Godwins were certainly powerful and the crisis of 1050–52 underlined their strong position. By 1060 all the English earldoms, apart from Mercia, were held by a Godwin and Harold was the richest man in the kingdom. Edward's wife was Harold's sister. But Edward faced other problems. His Norman upbringing and Norman favourites were unpopular. His efforts to get a Norman friend as archbishop of Canterbury lacked support, notably from the Londoners, as well as annoying Godwin. His expenditure on Westminster Abbey caused some resentment.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that Edward never managed, despite a brave attempt in 1051, to deal with the power of the Godwins. Even if he extorted a promise to support a Norman succession from Godwin, it was disregarded. Candidates may discuss the nature of the sources for the reign and debate about them.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 18	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

14 Assess the view that the reign of William I had done more harm than good to the people of England by 1087.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may argue that it depended very much who you were and where you lived as to whether you were adversely affected by the conquest. On the good side, those landowners who maintained their positions benefited. The church was, on balance, a net winner from the change of ruler. Law and order was maintained. But there is likely to be more evidence put forward to argue the contrary view. Clearly, all those who rebelled against William and were punished felt they had been harmed and the harrying of the north was so vicious that it was remembered in folklore for many years. Those who lost land and position were victims. For the ordinary person the Norman yoke was hard in the imposition of feudalism and all it entailed, in the building of awesome castles, in the enforcement of the forest laws and even in the linguistic changes. Norman arrogance made the Anglo-Saxons feel their culture was devalued.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that the conquest may have made England stronger, but that the results for most of the inhabitants were often harmful. They may, however, challenge the idea, popular later in the period, that the Normans imposed a near slavery on free-born Englishmen.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 19	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

15 How effective was William II as king of England?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may discuss the sources for the reign and point out that the largely clerical sources are often critical of William, most notably Eadmer, whose hero was Anselm. This makes it harder to judge effectiveness. On the positive side William's administration, under Ranulf Flambard, raised the necessary taxation and kept order. Record keeping improved. These developments peaked under Henry I who got more of the credit, but who ruled in much the same way as his older brother had done. Rufus built his power by buying support as he did from William of Warenne, during the rebellion of Odo early in his reign. With regard to the church, he was effective in maintaining his own power, if not in keeping Anselm in England or in promoting the interests of the church. The question focuses on England, but candidates may argue that William was less effective in England because he spent so much time, effort and money on maintaining his position in Normandy and fighting Robert. The criticisms of the writers of chronicles about the moral turpitude of the court, exemplified by the wearing of long, pointed shoes, do not necessarily show William was not effective.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that William, praised for his knightly skills and attitudes, was unfortunate to die when he had not accomplished all his aims and then to be denigrated by his successor, whose claim to the throne lacked weight and so needed to be presented as an improvement on the previous regime.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 20	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

Section 4: Themes c.300–c.1066

16 How dramatically did Anglo-Saxon kingship develop c.560–871?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could approach the question in several ways. They could contrast the kings of the sixth century with those of the ninth. They could select characteristics of kingship and analyse how far these altered over the period. Examples from a variety of centuries and areas could be utilised. Some of the key changes might be that the territories ruled over by kings grew in size and hence the administration needed to run kingdoms was more complex. The later kings had to combat the Viking invasions, whereas the earlier ones fought amongst themselves. Some factors remained constant, such as the alliance between the church and the kings, once they became Christian, the role of the kings as patrons of the arts and later learning, the need for a king to be a warrior and the desirability of wealth with which to win and reward supporters.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates could argue that there are considerable changes to the role of kings but that in essentials there was less change and so it was hardly dramatic. But they could also suggest that the changes in society over a long period were such that kingship was bound to alter dramatically.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 21	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

17 Assess the view that the strengths of the agrarian economy outweighed the weaknesses from c.650 to c.1000.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that the strengths of the agrarian economy lay in the way it was organised in villages, although settlements had a variety of different names. Most villages had a lord in charge and the work was organised by his officials and done by serfs and ceorls. In general enough was produced to feed the population with the emphasis on corn, probably mostly barley. The number of mills recorded in Domesday, although outside the period, shows how widespread they were and it is unlikely they were all constructed in the eleventh century. There was spare land available to be cleared and taken into cultivation if needed. Less fertile land was avoided and much unused land was in forests, which did provide useful materials for the agrarian economy. The weaknesses lay in the way it was open to attack by invaders who could lay waste whole areas and cause real hardship. Tools were primitive, although oxen were used for ploughing. The serfs were exploited and the ceorls, although free in theory, had heavy burdens in taxation. These grew worse once the Danes demanded their geld and defences had to be financed.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that the agrarian economy was basically a strong one but that it wavered when it ran into difficulties. The attractiveness of England to invaders does suggest it was economically strong.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 22	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

18 Did England contribute more than it gained from the cultural and religious contacts with Europe in the seventh and eighth centuries?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could point out that the main contributions from Britain came from aspects such as the work of Bede, the production of books like the Codex Amiatinus which was taken to Rome as a present for the Pope and the role played by Alcuin of York at the court of Charlemagne. Boniface and Willibrord came from England to help convert pagans on the continent. Many English visitors reached Rome. England did have gains. Benedict Biscop and Wilfred both brought back Roman ideas from their travels and the rule of St Benedict, Roman singing of the psalms and Roman church building were all influential. Christianity itself came in part from Rome. There was also considerable trading contact and artistic styles from Europe and beyond influenced items in the Sutton Hoo Burial and other archaeological finds. Charlemagne's court had a real impact.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may find a precise judgement quite difficult and could argue that the balance varied at different times. It has been suggested that Boniface took a host of educated men with him to Germany and that once Alcuin left Northumbria the study of Latin declined there. But in the early part of the seventh century England was probably a net gainer.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 23	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

19 How persuasive is the argument that there was a tenth-century Renaissance in culture and the arts?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that examples of the achievements of the tenth century support the view that there was a Renaissance. They could instance the poetry recorded in the Exeter and Vercelli books, the latter including the Dream of the Rood, the writing of the Anglo-Saxon chronicle, the work of Wulfstan and Aelfric, the output of monastic scriptoria at centres like Canterbury and Winchester, work in ivory and church buildings inspired by reformers like Dunstan. This illustrates a revival of some of the traditions prevalent before the Viking invasions.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates should try to form a judgement but may point out that there are difficulties in dating much literature and art so that poems written down in the tenth century were not necessarily composed then. There was also much exterior influence so it is arguable how far this was a true Renaissance. The destruction of churches after the conquest makes it harder to judge how fine their architecture was.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 24	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

20 How significant were developments in urban society in late Anglo-Saxon England?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might refer to the expansion of towns in size and number, the development of trade, towns as mints and as defensive strongholds and the beginnings of guilds.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates could argue that the developments were significant in the context of the period. Major towns included London, York, Norwich, Lincoln, Winchester, Thetford, Oxford, Colchester, Cambridge and Ipswich. Only London and York had populations over 8000. London and Winchester supplied the standards of weights and measures, which Edgar wished to impose, showing another aspect of urban development and London probably had a court to decide on trade disputes. English traders had penetrated to the Mediterranean. London by the eleventh century was a thriving port and able to impose tolls on foreign merchants. Guilds evolved in some towns for merchants. Candidates could also indicate that much of the evidence for urban society in late Anglo-Saxon England is sparse and hence generalisations may be all that can be expected.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 25	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

21 Discuss the view that late Anglo-Saxon England was well governed.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates are likely to argue that the governmental structure with the king and his ealdormen forming the witan worked reasonably well. The danger lay in any one person, such as Harold Godwinson, taking over. The earls were often given control of large areas of England and if disloyal could expect dismissal, punishment and probably death. One of the other problems was the dynastic insecurity where the succession to the throne was not laid down. The threat of renewed Danish invasions helped to encourage the thegns to remain reasonably united. There was the beginning of the replacement of verbal conveyance of instructions with written and sealed orders. The legal system was largely that established under Alfred which was grounded on the oath of an oath-worthy man. Powers of law enforcement were not strong and for murder the dependence on the wergild obviated a tendency to vendetta. Alfred drew up an extensive legal code, but his judgements were not always written down. Later Wulfstan tried to apply the laws of God to human society.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates are likely to concur with the judgement if they consider that the Anglo-Saxon systems worked in that law and order was maintained, taxes collected and government functioned, but they could suggest that evidence for success in these aspects of the period is not very widespread.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 26	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

Section 5: 1135–1272

22 'The most serious challenge to Henry II's control of his Empire was his quarrel with the church.' Discuss this view.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could argue that it was not so much the quarrel in itself but its repercussions which were a threat. The exile and later murder of Becket gave moral justification to Henry's enemies and allowed them to claim that he no longer enjoyed his God-given right to rule. The rebellion of the Young King in 1173 was supported by Louis of France with this in mind and it was a considerable threat. Its defeat after Henry had done penance at Becket's shrine only underlined the basic premise. But there were other aspects. The feuds in the Angevin family were one. The growing power of France another and Henry's own character could be seen as undermining his control at times. There is also the view that the Empire was too large to be held by a single ruler for any length of time.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that the quarrel with the church set in motion the series of threats to Henry's control and was thus the first cause. They could suggest that the other causes were important in continuing the threat, since once Henry had done his penance, the church issue subsided.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 27	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

23. 'Richard I served his own interests and not those of England.' How far do you agree with this judgement?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could agree with this view and argue that Richard disregarded the needs of England and rushed off on a crusade to satisfy his own ego, pausing only to extract as much money as he could from his kingdom. He then proceeded to antagonise Philip Augustus and Raymond of Toulouse which led to him having to return home in disguise and by a route which allowed him to fall into the hands of Leopold of Austria. This, in turn, caused the levying of a vast ransom in England. There is an alternative judgement. This considers that Richard was duty bound to fulfil his oath to crusade and the fall of Jerusalem made this an urgent task. It could also allow Richard to get the better of Philip Augustus which was arguably in the interests of England, as well as Richard. He provided for the government in his absence, even though his appointment of Longchamp was misguided. In the period 1194–99, with Hubert Walter at the helm, English government flourished and developed its record keeping to become a formidable instrument. There was no anarchy in the absence of the king, who, in fighting the French, was maintaining the traditions of English kingship.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may make a clear judgement between the two different interpretations, arguing that Richard was a capable and talented ruler and that the crises of his reign united his people in a new way. Or they may consider Richard was not a good ruler and that England suffered financially.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 28	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

24. How far was the loss of John's lands in Normandy and France the result of his lack of financial resources?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. There is debate about whether John had greater financial resources than Philip and candidates may refer to this. They can argue that it was a contributory factor, but are likely to suggest that there were other, more vital, reasons. John acted without due thought for the consequences in both authorising the death of Arthur and in his marriage to Isabella. He was up against a determined and often unscrupulous opponent, who won over the Norman barons. John's strategy was to attempt to recover Normandy from Poitou and this caused more problems with the reluctance of the English barons to serve in or pay taxes for a war so far south. It also meant he was in the wrong place at the time of Bouvines. His quarrel with the church was a moral boost for the French. As Normandy had become more French, it was always likely it would revert to the French king.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that the odds were stacked against John and even a far more able king might have had problems in hanging on to the French lands. Or they may argue that he made a series of errors and that these were exploited eagerly by Philip Augustus. Either way finance could be seen as a contributory rather than a deciding issue.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 29	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

25. Assess the extent to which Henry III's difficulties in England after 1258 arose from his favouring French advisers.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. One view could be that Henry had relied heavily on Poitevins in his household and, after his marriage, on the Savoyard and Provençal relations of his wife. The opposition to aliens was a focus in the civil war after 1258 and some of the chronicles and the *Song of Lewes* take up this theme. Defence of England was a strong motive for the barons who led the opposition to Henry. But there are other explanations. Henry was extravagant in his building programme and he decorated his palaces to illustrate his view of the supreme power of the monarchy. He was unsuccessful in France. The trigger to the events of 1258 will probably be seen to be the Sicilian adventure which united Henry's enemies against him and left him dangerously isolated. The barons and especially Simon de Montfort had an important role in the developments after 1258.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates are asked to come to a view about why Henry faced problems and may conclude that he was much to blame personally for his ambitious aims, the fulfilment of which had led him to the use of French advisers.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 30	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

26. How important was the personality of the monarch in explaining the development of the Scottish monarchy from 1165 to 1268?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might point out that the three Scottish kings during this period, William the Lion, Alexander II and Alexander III were all men of ability who were popular monarchs for the most part. William made one error in joining the rebellion of the Young King and paid for this but otherwise the affairs of Scotland proceeded quite peaceably, with the development of taxation and justice and the maintenance of control over the church. Both the Alexanders concentrated on conquests in the north and west aimed at the Isle of Man and the Scottish islands held by Norway. The other explanation for this could be that events in England were helpful. After William had been released by Henry II and done homage to him, he regained his position and benefited from Richard I's eagerness to go on crusade. Alexander II tried and failed to exploit the problems at the start of Henry III's reign and henceforward lived in peace with Henry and married his sister. The English king was as eager as Alexander for peace. Alexander III had a difficult minority but he married Henry's daughter and Henry intervened in Scotland to help maintain his rights.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that the circumstances as much as the personality of the kings allowed developments in Scotland. The absence of a long war with England could be seen as crucial.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 31	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

Section 6: 1272–1399

27 'Too ruthless to be considered a great monarch.' Examine this view of Edward I.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that Edward was certainly ruthless at times. He used extraordinary force and sums of money to bring down Llywelyn in 1277 and he executed his brother Dafydd. This example probably influenced Alexander III into doing homage to Edward. John Balliol was humiliated by Edward. When William Wallace rebelled, the whole government machine moved to York to co-ordinate his undoing. Edward was determined to invade France despite the near civil war in England. His financial exactions could be described as ruthless. He expelled the Jews. However, by the standards of his day, Edward fought within the conventions and was justified in punishing severely those he saw as rebels. His legal reforms could be seen as the attributes of a great monarch, even if his own role in them is not clear. He certainly cared about miscarriages of justice. His achievements could be seen as sufficient to make him a great monarch.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates seem likely to conclude that Edward was well suited to rule at the time and his ruthlessness was necessary to realise his ends. The views of his contemporaries suggest that he was seen in this light and his death led to an outburst of praise.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 32	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

28 How far were English monarchs to blame for the Welsh resistance from 1267 to 1416?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that the initial resistance from Llywelyn was the result of the actions of Edward I. Edward saw the Welsh prince as a rebel and disturber of the peace, but it was Edward who made war in 1277. In 1282 the resistance was begun by Welsh princes who had been loyal to Edward in 1277 but felt they had been insufficiently rewarded. Edward's policy of dispossessing the Welsh in favour of English barons was a further cause of resistance. In time, many of the English lordships reverted to the crown, which, again, caused resistance. The overthrow of Richard II by Henry IV encouraged the Welsh to resist again and Glyndwr joined the general revolt against the new king. There were other factors, notably rivalries within Wales where one faction hoped to gain ground by alliance with the English king, and later between English baronial houses and there was some Welsh national feeling at work.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that the English monarchs precipitated most of the wars. Certainly Edward I was determined to end Welsh resistance. Once the principality had been subdued, English rulers had less of a motive to incite opposition. Henry IV had little choice once the Welsh were added to his many enemies.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 33	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

29 To what extent were the barons responsible for the breakdown in relations with Edward II?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might point out that the barons made no secret of their dislike of Edward's favourites such as Gaveston and demanded his removal along with other royal appointees from the royal household. They established the reform Ordinances, which Edward felt encroached on his rights. Their number included some who had previously been loyal to Edward I. The Earl of Warwick was responsible for the death of Gaveston. Thomas of Lancaster ran the royal government, but missed opportunities for reform and met an unhappy end. The rise of the Despensers infuriated the barons and the Despenser despotism was the final straw. The alternative explanation is that Edward himself by his unkingly activities, his preferment of favourites, his failure at Bannockburn and conversely his success at Boroughbridge, was the author of his own troubles. His revenge and dismemberment of the Lords Ordainers' programme led to the domination of the Despensers. In the end his behaviour caused his wife to launch the events which led to a total breakdown in relations.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that either party was more to blame, the barons for provoking the king and the king for provoking the barons. Some baronial grievances looked back to Edward I's reign and so were less the fault of Edward II, but, equally, he caused a whole new set of grievances to arise.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 34	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

30 How far were English victories in France in the reign of Edward III the result of their strengths or the weakness of their opponents?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that Edward III's strengths were formidable, so much so that the English, who had been despised as warriors in 1327, were the most feared of armies in Europe within a generation. The leadership of the English troops was a factor. Both Edward and the Black Prince could inspire their men and they had competent commanders under them. The soldiers were well equipped and armed and the archers were well trained and disciplined. Army pay was relatively satisfactory. The Scottish wars had taught the English some useful lessons about fighting methods and also the value of the plundering raid. There was also enthusiasm for the war in England to an unusual extent and propaganda was used. The government was quick to publicise victories and slow to mention defeats. The alternative view indicates that the French were disunited with much internal rivalry between the great princes. Philip VI left Calais to its fate and John II was captured at Poitiers, which left the French regime in considerable disarray. In addition a vast ransom had to be paid. The ravaging of the countryside weakened France, there was revolution in Paris and the peasants rose in the Jacquerie, which was as destructive as the English troops.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may well conclude that the English were, by the 1340s and 1350s, too strong for the French. They could point out that the Treaty of Bretigny did not make Edward king of France and the latter years of the reign were not marked by much success in France, thus indicating that it was the English who were the instigators of their success.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 35	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

31 Have the achievements of Richard II been under-estimated?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. In defence of Richard II, it could be argued that he had a coherent set of aims. He wanted to reverse the situation of the period before 1386, when, he felt, the magnates had pursued a fruitless war with France, built up their own power with vast retinues and raised excessive taxation which had led to popular revolt in 1381. Therefore he followed a policy of peace with France and married a French princess. He tried in 1397–9 to replace the bad old ways with sheriffs and JPs as royal agents, bringing a new order of peace and justice. He had some support in this ideal. Candidates may well mention his courage in the face of the Peasants' Revolt and his patronage of the arts. But the alternative argument is likely to be more dominant. This would be that Richard, by his initial favouring of supposedly low-born men at court, by his personal desire for revenge after humiliation, by his lavish expenditure when he recovered power in 1389, by again building up his own party among the nobility and by his ill-judged expedition to Ireland, abrogated any positive achievements. He saw the house of Lancaster as a barrier in his way and hence he confiscated their estates on the death of Gaunt, an action which provoked real fear among other lords.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates should try to form a judgement about Richard and any attempts to present him in a more favourable light may be rewarded. But they are likely to struggle with this view and to present Richard as overbearing and lacking in wisdom.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 36	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

Section 7: 1399–1461

32 Assess the significance of Henry IV's achievements.

Candidates should:

A01 – present a response to the question which displays accurate and relevant historical knowledge. It could be argued that there was not a great deal of positive achievement during this reign given the widespread unrest of the period. On the other hand it could also be argued that simply to survive after usurpation and hand the throne on to his son, intact, was in itself an achievement, particularly given the problems of the previous reign. From 1399 to 1406 he experienced a great many problems, rebellions, financial problems and problems in Parliament. His illness in the later part of his reign also caused problems for him. Yet he was clearly able in many of the ways that counted most; he was an accomplished soldier, he was pious and well educated and understood the business of government. He was able to counter all the major revolts of his reign; he also managed to keep hold of his prerogative powers even though these were challenged, and he was able to intervene in Europe. The loyalty of his sons in the last years of his reign could be noted at a time when it could be argued that Prince Henry was well placed to usurp his father.

A02 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Here the focus should be on weighing his achievements such as they were against a very difficult inheritance. The issue of the circumstances of his accession can never be forgotten, but the answer should range further than this. It could be argued that his achievements were not substantial, especially in the light of those of his son, yet he did retain his throne and prerogative power intact and he did pass his throne on to his son.

A03 [Not applicable to Outlines.]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 37	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

33 How great a threat did Owain Glyndwr represent to Henry IV?

Candidates should:

A01 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is to be expected – that is an evaluation of the extent of the threat posed to Henry IV. It is expected that candidates are able to cover the whole period of the uprising and to evaluate change and development in the scale as well as the nature of the threat. Candidates might well take a chronological approach, which so long as it is not descriptive, might work well. Owain Glyndwr declared himself Prince of Wales in 1400 and ruled Wales for nearly 10 years. Candidates might look at his parliaments and what they achieved, his dealings with the French, the Papacy and his dynastic ambitions by marrying his daughter to the rival for the English throne, Edmund, Earl of March. Candidates will need to explain how the problems with Owain Glyndwr exacerbated other problems for Henry IV, in other words Glyndwr needs to be set in the wider perspective of Henry IV's reign, although the focus should always be on the Welsh problem. Candidates may also wish to consider the social, economic and political consequences of almost continual fighting in Wales and the Marches over this period. Although Henry was triumphant in 1409, it may be that candidates will evaluate the legacy of Glyndwr.

A02 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Here the focus will be on an evaluation of the nature and seriousness of the threat especially since it comes so soon after Henry IV's usurpation. Candidates should certainly consider how the threat changes and develops and how Henry deals with it. The threat can be seen both in its own terms, how it destabilises Wales and the effort and expense of putting it down, but also in terms of how it constrains Henry IV, a new monarch, in other areas of his rule.

A03 [Not applicable to Outlines.]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 38	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

34 'Nothing more than a great soldier.' Discuss this view of Henry V.

Candidates should:

A01 – present a response to the question which displays accurate and relevant historical knowledge. This question requires an evaluation of both Henry V's military career and his domestic policy. Most candidates will probably agree at least in some measure with the view that he was a great soldier, though they need to go further than simply recount his successes. Material that might be referred to includes: an assessment of his campaigns, not just his success at Agincourt but his ability to plan, equip and sustain those campaigns, sometimes against overwhelming odds. It could be argued of course that he left his successor dangerously over exposed, yet he did not expect to die so young. In the end what he achieved in a comparatively short space of time was remarkable. Yet, candidates may well argue that he would have been unable to triumph abroad, had England not been so well governed, especially given the unrest of his father's reign. Candidates may well review his interest in the law and the improvements that were made; his ability to reposition the authority of the crown is generally seen as very successful; his relationship with his nobility was secure, although this may be closely linked to his success as a soldier. He was even able to institute and inspire reforms in the Church.

A02 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Here the focus is clearly on seeing the inter relation of his work as a soldier and his achievements as the King of England. This is not an evaluation of whether he was a good soldier or not. The historical debate generally holds that Henry V was both a great soldier and a great King, although some evaluation of contemporary views which might have coloured historical thinking could be discussed. Clearly Henry was very aware of his own image; nevertheless he did gain the French crown, reign over a quietly governed country and institute useful reform. Moreover the throne was passed on to his baby son, whole and secure and the minority years of Henry VI's reign may well be a testament to the fact that Henry V was far more than just a great soldier

A03 [Not applicable to Outlines.]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 39	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

35 How important was lack of money in explaining the loss of French lands under Henry VI by 1453?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The focus of this question should be on a relative evaluation of whether the main reason for the loss of French lands in this period was a lack of money. Whilst candidates are expected to have knowledge of a whole range of factors, significant treatment must be given to the issue of a lack of money. Clearly many of the reasons are inter related and linked and good answers should be able to show that. Clearly the situation changes and develops over time and candidates should be able to show this rather than simply evaluating the situation in 1453. However, narrative accounts of the wars is not what is required in this question. The quality of the English leaders will be considered, perhaps comparing Suffolk and Somerset to Bedford and perhaps York. Henry VI's use of faction will of course be important and this is linked to the issue of finance, providing for some, whilst keeping others such as York short. The financial exactions of the crown, their borrowing both on the money markets and from individuals will be mentioned and the increasing inability to make the French lands pay for themselves. Some might take a longer term view that the whole enterprise was unsustainable from the time of conquest, especially with a resurgent France. Other issues include Henry's marriage and faction fighting in England.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Here the focus is very much on evaluation of the relative merits of the causes of collapse. Some might take the line that no amount of money would ever have been sufficient to secure Henry V's legacy. It could be argued that the fault is in the leadership of Henry VI and those he chose to pursue his policies. It could also be argued that the financial issues perhaps emerge as the most significant issue and are cumulative. These have to be linked to the inability of Henry VI to rule well and the problems that he creates through factionism, which are also both cause and effect of the financial issues.

A03 [Not applicable to Outlines.]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 40	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

36 To what extent was the civil strife of 1455–1461 caused by ‘overmighty subjects’?

Candidates should:

A01 – present a response to the question which displays accurate and relevant historical knowledge. There are many reasons for the civil strife of this period; candidates can be expected to evaluate these issues and find links between them. Nevertheless there should be a significant focus on the issue of overmighty subjects. It may also be the case that candidates are able to explain and analyse how issues change and develop over the period. In terms of overmighty subjects the Beauforts are certainly candidates as is York and his Neville allies; Margaret of Anjou might also lay claim to the title. At the heart of the issue is an undermighty King who relies on factionism and might be accused of creating the problem by over rewarding the Beauforts. Both the Beauforts and York have a claim to the throne and are excessively wealthy and the issue of the claim to the throne is especially important to Margaret of Anjou as the mother of the heir. Other issues are important, the failure of the war in France and the financial problems that causes and social unrest. The wider noble feuds might be assessed. Success in various battles might be considered as well as significant turning points, such as the desertion of London by Henry VI after 1456, the Parliament of Devils, the Act of Accord and the death of York.

A02 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Here the focus is on the causes and continuation of civil strife. It is not sufficient simply to consider the reasons for its outbreak in 1455, as issues change and develop over the period. It would be unusual for a candidate simply to disregard the issue of overmighty subjects; a very persuasive case can be made for the argument, although the point might be made that Henry VI was indeed responsible for the creation and mishandling of overmighty subjects. A convincing argument can also be found in evaluating the claims and personalities of the various overmighty subjects, especially York and Margaret of Anjou.

A03 [Not applicable to Outlines.]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 41	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

Section 8: 1461–1547

37 How secure was Edward IV in his first reign (1461–1470)?

Candidates should:

A01 – present a response to the question which displays accurate and relevant historical knowledge. The first reign of Edward IV starts and ends with a usurpation, it might be argued that the throne cannot be regarded as secure if Edward IV has to leave the country in such a hurry in 1470. However, there is much to be said for his efforts to establish a secure hold on the throne during this period. The first 3 years of the reign are concerned with securing his position, by 1464 he is secure in the north, especially after the battle of Hexham, but he might be criticised for his over reliance on Warwick and the Nevilles in this area and that Henry VI and Margaret of Anjou remained at large. He can be commended for his efforts in re-establishing the administration and going some way towards reviving crown finances. He also makes substantial headway with foreign alliances and coming to terms with the Percies. However he does make a terrible mistake with his marriage and arguably his collection of taxation. It might be argued that Edward could never be secure while Warwick wanted to rule and Edward proved, especially after 1464, that he had a mind of his own. Edward could also be criticised for his inaction in 1468–9.

A02 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Here the focus is on an assessment of the security of Edward IV's throne during his first reign. A traditional evaluation might see this period as highly unstable, but the very fact that he is relatively secure from Lancastrian and foreign interference and threat by 1464 might suggest otherwise. The fact that the threat comes from within his own faction, and indeed family might not have been foreseen. The argument may well revolve around an evaluation of Edward's mistakes and Warwick's unquenchable ambition. Nevertheless some sense of the positive steps Edward made to strengthen his position should be included.

A03 [Not applicable to Outlines.]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 42	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

38 'For all his good qualities as King, Richard III was never likely to achieve stability.'
Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Candidates may consider the circumstances of Richard's accession and the events of 1483 as evidence that the reign could not achieve 'the presumption of stability'. Richard overcame the rebellion of the Duke of Buckingham in 1483. A progress of 1483 was careful to cultivate the cities he passed through, refusing sums of money offered. Richard held a parliament which met in January and February 1484 and which abolished benevolences. There were judicial reforms introducing bail, introducing property qualifications for jurors and restricting the powers of 'piepowder' courts. Richard accepted the protection of English merchants from foreign competition, but the regulations excluded books. Henry offered a charter to the College of Arms and gave it a house for its records. There was a forerunner of the Court of Requests in December 1483 to consider the legal petitions from poor people. In July 1484 the Council of the north was re-established. He continued to patronise ecclesiastical building and gave money for the completion of St George's Chapel, Windsor and King's College. He was active in promoting building – Sudeley Castle's great hall and the hall at Middleham. In April 1484 Prince Edward died – leaving Richard without an heir and his wife Anne died, opening up rumours that he killed her, hoping to marry Elizabeth of York – he publicly denied this and sent Elizabeth away. Richard had to appoint his nephew as heir presumptive. Hostile forces gathered round Henry Tudor and the Battle of Bosworth saw key lords either failing to engage or changing sides. Richard's death in battle was a decisive, if unusual event.

A02 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. The arguments may focus on the usurpation destroying credibility – the bloody elimination of rivals, the imprisonment of the princes and the rumours of the murders; the Buckingham Rebellion in the same year may indicate a lack of stability from which the reign could not recover. However, the justification in Edward's precontract and the petition of parliament and the desire not to repeat the instability of the minority of Henry VI, together with Richard's high repudiation in the North and his military prowess and piety, may challenge this. His loyalty to Edward and his good qualities as soldier and administrator may not have made him inherently likely to have been overthrown. Other medieval kings had come to the throne in violent and disturbed circumstances. The productive parliament of 1484; the efforts Richard made to get support by making his council include former Lancastrians; his successful progress and the generally efficient way that the Yorkist conciliar government operated do not suggest to some an ongoing state of emergency. What may have been more significant was the death of his son and then his heir – unforeseen in 1483, and the fortunes of the battlefield. Either the treachery he faced is indicative of inherent instability or it is merely typical of the period. His race to strike down Henry Tudor which ended in his death is either a result of his fear for the loyalty of his followers unless a swift result ensued; or it is a sign of his bravery and his kingly qualities.

A03 [Not applicable to Outlines.]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 43	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

39 Assess the view that in his aims and methods, Henry VII was a deeply conservative ruler.

Candidates should:

A01 – present a response to the question which displays accurate and relevant historical knowledge. A good range of factors need to be considered here with perhaps some discussion over the issue of 'New Monarchy'. It might be argued that Henry VII's main aim was to secure the throne and his dynasty and he did this by repositioning the monarchy and the nobility and addressing issues of law and order. His relations with the nobility should be considered, issues relating to his treatment of them, use of attainders, bonds and recognisances, Council Learned in the Law and whether he might be seen as 'anti-nobility' and his alleged use of 'new men'. His style of government, use of council and use of Chamber finance and his personal scrutiny of government. His policies to restore law and order, especially his use of JPs. His financial dealings should be considered, as well as his foreign policy dynastic policies and dealings with other rulers.

A02 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Here the focus is on whether Henry introduced new policies that perhaps amounted to a 'New Monarchy' or whether he in fact used the traditional policies and methods, albeit very efficiently. There is a lively historical debate to be had here, although the idea of a 'New Monarchy' has lost any real credibility. He might be seen as innovative in his financial policy, especially his use of Chamber finance. Although this was used by Edward IV, he certainly appears to be rapacious, but tends to use traditional methods in an over scrupulous way. He has been seen as being anti-noble, but all of the methods he uses, with the exception of the Council Learned in the Law, are traditional. Perhaps it might be argued that he was attempting to restore the monarchy to its traditional position after a period of civil war. It is difficult to see any real areas of innovation, although perhaps he does understand the new order in Europe and this is partly why he does not attempt a particularly ambitious foreign policy.

A03 [Not applicable to Outlines.]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 44	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

40 Why did Henry VIII enjoy limited success in foreign policy from 1509 to 1529?

Candidates should:

A01 – present a response to the question which displays accurate and relevant historical knowledge. Judged against Henry's grandiose schemes and aims, to dominate Europe and follow in the footsteps of Henry V by winning the French crown, Henry VIII's successes in foreign policy look slender indeed. It will be important to have some view of the context of Europe, that England lacked the finance and manpower compared to France, Spain or the Empire, especially once the Empire and Spain are combined under Charles V in 1519. Moreover Henry is frequently the dupe of his allies, consistently let down by rulers whose real focus tended to be Spain. A chronological approach is possible, but should avoid narrative. In his early forays, he makes little impact save for the so called Battle of the Spurs, he is let down by his father-in-law, Ferdinand, and the real success comes in Scotland whilst he was out of the country. He achieves some temporary success with the treaty of London, where the diplomatic skills of Wolsey ensured that for a moment London was the centre of European diplomacy. The Field of the Cloth of Gold was an expensive piece of window dressing at a time when Henry had decided to renew his alliance with Charles V. In the early 1520s he is again let down by his allies and is unable to capitalise on Habsburg victory at Pavia for lack of money. After this his efforts switch to his attempts to gain a divorce.

A02 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Here the focus of the argument must be on an evaluation of success and for the outlay of money there seems to be little success. However, at times Henry is courted by the other European powers. They certainly cannot ignore him, despite the fact that they frequently fail to adhere to their agreements with him. Candidates may well point to the treaty of London as a high point and argue that Henry is more successful in diplomacy than war. An evaluation of Wolsey may well be part of the argument; however the thrust of the answer should always be an evaluation of foreign policy.

A03 [not applicable to Outlines.]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 45	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

41 How serious was opposition to the Henrician Reformation?

Candidates should:

A01 – present a response to the question which displays accurate and relevant historical knowledge. Opposition to the Henrician Reformation takes a variety of forms and candidates will need to show that they know about a range of these; however the thrust of the answer cannot be simply describing this range but evaluating the threat they posed to the throne and to the Reformation itself. There was individual opposition, Fisher, More and Elizabeth Barton. The better answers will show that they understand that the opposition of each of these was for different reasons. Fisher and More were well known and well respected; there was a struggle with all three to silence them. There are groups, especially monks, whose opposition was passive but again these were well respected individuals. Most important in terms of threat is the Pilgrimage of Grace and it would be unusual for candidates not to spend some time on this. It is arguably the largest revolt of the century and was not easy to put down. It could be argued that they did not threaten Henry, but his advisors; nevertheless it does constitute serious threat. Some candidates might include the issue of perceived threat, for example it is argued that rebellion was a possibility in 1539, which is one reason why Henry himself pulled the plug on the Reformation. It might also be discussed why there was not more opposition.

A02 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Here the focus is on an evaluation of the nature and seriousness of the threat. Some sense of evaluation of the different forms of opposition will be expected, candidates might also evaluate whether the threat was greater at certain times than others. There is also a clear historical debate on why opposition was not greater; this might include arguing that the Pilgrimage of Grace was not primarily a religious uprising, although this is rather contentious. There is also a debate centring on the fact that since the Reformation in Henry's reign was piecemeal, people did not really know at what point to rebel. Candidates might also mention the fact that the population tended to be in the habit of obeying their King and that Henry took unprecedented steps to threaten and punish opposition.

A03 [Not applicable to Outlines.]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 46	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

Section 9: Themes c.1066–1547

42 How feudal was English society between 1066 and c.1400?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that one effect of the Norman Conquest was that English society became very feudal, with the aristocracy enmeshed in the system. All land was deemed to be held from the king. The ramifications of the feudal hierarchy meant that it was never that precise. Another view might be that during times of crisis, such as the reign of Stephen or the years after the Black Death, the feudal bond loosened and could even be broken and personal service was neglected or replaced by money. The levying of scutage was an early example of this.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that society could never be wholly feudal as other relationships were bound to intrude and that the advantages, even for feudal lords, could be muted. Hence kings found it in their interests to use mercenaries, rather than a feudal host and to rent out land, rather than farm it with the unwilling service of tied peasants.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 47	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

43 Who contributed more to English religious life in the thirteenth century, the monks or the friars?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. In favour of the monks, candidates might suggest that monasteries were well established by 1200 and the routine of prayer and work was secure. Provision was made for the poor, both within and without the confines of the monastery. Monastic chroniclers such as Jocelin of Brakelond and Roger of Wendover and Matthew Paris at St Albans made a considerable contribution to historical writing. Alexander Neckham was a philosophical author. Some monasteries had monks of an artistic inclination, notably St Albans, and in others the abbot might be a patron of painters. Some ran schools or supported students at other schools and universities. Some lent out volumes from their extensive libraries. But the friars are likely to be the favoured alternative. Both the Franciscans and Dominicans spread rapidly in England once they arrived and brought preaching to many towns and cities. The training of the Dominicans as preachers led them to establish schools and then move on to universities. The Franciscans, helped by the patronage and encouragement of Grosseteste at Oxford, produced many lecturers for colleges and monasteries and Roger Bacon, John Peckham, William of Occam, Duns Scotus and Adam Marsh were all Franciscans.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may conclude that the thirteenth century saw the glory of the friars, while the monasteries produced few great minds and even the illumination of manuscripts was being carried out by lay brothers. But by 1400 the friars, too, showed signs of losing some of their initial fervour.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 48	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

44 Assess the factors which led to the development of English literature in the fourteenth and fifteenth centuries.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that the factors would include the matter of patronage, both from the crown, under Edward III and Richard II and from nobles like Humphrey of Gloucester or Anthony Woodville. The aristocratic interest in chivalry was spurred by the Hundred Years War, marking a revival in Arthurian themes, notably taken up by Malory. Chaucer played a pivotal role and appealed to the male noble interests. William Langland, John Gower and John Lydgate developed new genres. The impact of Wycliffe's Bible affected religious works. By the 1450s English was the language of choice for most writers. The invention of printing was another impetus with Chaucer and the Brut Chronicles being early works printed by Caxton. Greater literacy helped as well.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Candidates may suggest that the extraordinary development in English literature almost defies explanation and that a good deal depends on the genius of Chaucer, recognised at the time as one who adorned English with his eloquence.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 49	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

45 How serious a threat was Lollardy to the medieval church?

Candidates should:

A01 – present a response to the question which displays accurate and relevant historical knowledge. There is a great deal of debate here over the size of the problem. Candidates will need to consider the nature and extent of the threat and may well conclude that the threat certainly diminishes over the period. Moreover, the threat is more prevalent in some areas, in particular the south, than in other areas. It could well be concluded that Lollardy had already had its day by 1399, Wyclif having died in 1384 and his sometime supporter John of Gaunt in 1399. The movement is increasingly persecuted and driven underground, although there are some notable survivals. Candidates may well take the view that Lollardy did encourage a greater sense of individual piety and a focus on the gospels; it also encouraged criticism of Church institutions and anti-clericalism. Most will probably conclude that it was not a particularly serious threat in itself, but was more of a threat in terms of encouraging criticism.

A02 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Here the focus is on evaluation the nature and extent of threat. The historical argument is interesting. Traditionally Lollardy was credited with having encouraged the Reformation in terms of its survivals and the habits of criticism it encouraged in the English people. However, this view has been convincingly challenged, with many historians largely discounting Lollardy after the mid-fifteenth century. Some candidates might argue that rather than being a threat, Lollardy gave the Church the opportunity to examine itself and rectify some of the problems.

A03 [Not applicable to Outlines.]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 50	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

46 To what extent was the House of Commons more powerful in 1529 than it had been in 1399?

Candidates should:

A01 – present a response to the question which displays accurate and relevant historical knowledge. Responses to this question will need to range across the whole period and should take careful note of the key dates. There is no real set answer here, but the most successful answers may well consider change and development over the period. A thematic approach could also prove to be fruitful in considering issues such as taxation; support for war; usage for succession; punishment of nobility during rebellion and civil war and increased use by individual members. In terms of taxation, supply for Henry V and Henry VIII's wars could be contrasted with growing hostility to the taxation for the failing war in the reign of Henry VI and the reluctance of Henry VII to ask for taxation. There is considerable material to be referred to when dealing with succession, most notably after an usurpation and such issues as the Act of Accord. The use of Parliament for attainders, resumptions and treason could be indicated; the Parliament of Devils could be referred to; the growing use of Parliament for issues related to trade and local issues. The focus must clearly be on the House of Commons, with some sense of how this relates to the power of the House of Lords.

A02 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Here the focus will be to evaluate usage and importance. Most candidates may well conclude that it waxes and wanes, but that by the end of the period there is no real profound change. Candidates may well reflect on the nature of Parliament, in particular its relationship to the Lords through patronage and faction, how the Commons can be 'packed' and influenced by significant figures. Some candidates might reflect on how its significance and power relates to that of the King.

A03 [Not applicable to Outlines.]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 51	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	11

47 'A century of remarkable achievement in agriculture.' What best explains this verdict on the fifteenth century?

Candidates should:

A01 – present a response to the question which displays accurate and relevant historical knowledge. Candidates have a range of options here, clearly the issue of Church architecture is an important one and there is more than enough material to write entirely about this, and a well written and supported piece which concentrates on this issue should be judged on its merits. However, candidates may also wish to consider domestic architecture as well. There is a good deal to be said here in terms of the fifteenth century halls and barns and in terms of buildings erected by towns, universities and individuals. Despite the civil war in the century it is a time of considerable prosperity, particularly in certain areas of the country. The so-called cloth churches of East Anglia and the Cotswolds are a case in point. Candidates might explore the unique building style of this period. Simple prosperity is not enough to explain this however, and candidates might comment on the increases in lay piety, a movement away from monastic building to parish churches and indeed private chapels. Changes in the way in which lay piety is expressed might also go some way to explain the buildings in Oxford and Cambridge. In terms of lay architecture issues such as the rise of the yeomanry, civic pride and so on might be considered. It is important that examples are used to support the argument.

A02 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations (although not required) may well enhance answers, as will an ability to engage with controversy. Here the focus is on evaluating the relative reasons for the growth. Of course candidates might consider that this growth was far from uniform, some might argue that this calls into question the whole premise of the question. This is a reasonable issue to raise but should not constitute the bulk of the argument.

A03 [Not applicable to Outlines.]

A04 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.