

MARK SCHEME for the May/June 2014 series

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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British History Outlines, c.300–1547

Section 1: c.300–663

1 How important were towns to Roman Britain in the fourth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could refer to the changing situation in the fourth century from the restoration of Roman authority by Constantine and the improved security in towns to the depredations of various invaders, especially in 367, which damaged towns. Towns were important for defence and trade. Small towns were becoming centres of commerce and production. Other important features were the army and the defences and the growth of villas in the countryside.

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 may well enhance responses, but are not required. Candidates could argue that towns were still crucial to Roman Britain in the fourth century, using archaeological evidence from towns such as Verulamium to show building programmes continued. The growth of small towns, often centred round some form of production such as mining, was important as they ensured the exchange of goods which generated wealth and became a major factor in the prosperity of the time. Towns such as Deva were important staging posts on major Roman arteries of communication. Alternatively, towns were beginning to decay. Theatres and municipal buildings were often no longer maintained. Defences were concentrated on the new or revived forts of the Saxon Shore and on Hadrian's Wall, strengthened by Constantine and later Theodosius. Romano-British villas spread over the rural areas and were often more vital to Roman Britain as centres of civilised life and as producers of food and other goods.

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.

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2 How influential were economic factors in the development of Anglo-Saxon settlements by c.600?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could consider the motives which led Anglo-Saxons to settle in Britain, such as the hope of greater prosperity. Factors such as the burgeoning population in mainland Europe and the ambitions of warlords could be discussed.

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 may well enhance responses, but are not required. Candidates could argue that economic motives were likely to predominate. Even after the departure of Roman armies, Britain was relatively wealthy with plenty of natural resources and rich agricultural land. Hence it was an attractive prospect for the Anglo-Saxons. According to Bede, Hengist and Horsa were enticed by the offer of financial rewards to come to the aid of Vortigern and there may have been other mercenaries who invaded elsewhere. The mobility of people in Europe was possibly quite established. The population of Britain had fallen in the fifth century so there were economic opportunities for invaders.

Alternatively, there are other explanations for why the Anglo-Saxons left Northern Europe. The rising population and the shortage of cultivable land could be classed as social factors with economic impact. There was the tradition among the tribes of moving on to new lands when necessary, and leaders of the tribes were expected to bring their people to new settlements which could accommodate them. It has been suggested that some Germanic peoples, such as the Frisians, had experienced life in Britain as auxiliaries in the Roman army. They also had the technical knowledge to build ships and cross the English Channel and the North Sea and the accompanying bravado to face the voyage. Gildas takes the view that the invasions were a punishment from God for evil living, and candidates could discuss the use of Gildas as a source. Candidates could consider how far the process was an invasion or a culturalisation and the debate about numbers of settlers, estimated at 10 000 by some and as high as 200 000 by others.

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.

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3 How is the influence of Penda of Mercia in seventh-century Anglo-Saxon England best explained?

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 required. Candidates are likely to refer to the victories of Penda in Southern Britain and to his penetration into Northumbria and his dominance over much of the country.

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 arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance responses, but are not required. Candidates are asked to make a judgement and it seems likely that they will conclude that Penda's military ability was the main factor in explaining his influence. They could refer to his victories over Edwin in 633 and Oswald in 641 as well as his incursions into Wessex and defeat of Anna of East Anglia. He was able to build an alliance with Cadwallon of Gwynedd and later a coalition of Southern and Welsh rulers against Oswiu of Northumbria, which indicates he had diplomatic skills as well. Little is known of the administration of Mercia. Penda's status as a heathen king meant that he was seen as an out-and-out villain by the Christian writers and especially so by Bede, and hence his achievements as a soldier are what stand out. He finally met his match, and his just deserts in the view of Bede, at the hands of Oswiu at the Battle of the Winwaed in 654, but 20 years of dominance suggests he was a man of real power. His impact on the development of Mercia, virtually unknown before his emergence, could be considered.

A03 – [not applicable to Outlines]

A04 – 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.

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4 How successfully did the Roman mission to England surmount the problems it encountered?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may consider the mission of St Augustine and the specific problems it faced as well as the difficulties involved in the expansion of Christianity across Southern Britain and the rivalry with Celtic practices.

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 may well enhance responses, but are not required. Candidates need to identify the problems before they can assess the success in overcoming them. Problems could include the strongly-rooted paganism in England, the resistance of some rulers to new ideas and the predominance of Celtic customs in Northumbria. Candidates could argue that there was considerable success. Augustine won over Aethelbert of Kent and established churches in Canterbury and then in Rochester, basing his archiepiscopal see in Canterbury at the behest of Aethelbert, rather than in London as originally envisaged by Pope Gregory. From there the Roman mission was able to move into East Anglia and Essex and eventually into Wessex with the work of Birinus. Aethelbert was important in winning over fellow-rulers such as Raedwald. The mission benefited from its links with Rome. At the Synod of Whitby Roman domination was assured by the wise decision of Oswiu. As time went on, more Anglo-Saxons came forward to lead the Church and Honorius was succeeded as archbishop by Deusdedit, an Anglo-Saxon.

Alternatively, candidates could suggest that the Roman mission did not advance smoothly. Kingdoms could revert to paganism after a Christian ruler died, as happened in Essex in 616. Christianity was not always popular with the people and a Christian East Anglian king was murdered by his subjects in 630. Other kings like Raedwald hedged their bets by maintaining Christian and heathen centres of worship, possibly partly to appease local feeling and yet to gain the prestige of contacts with Rome. There could be difficulties arising from the distance from Rome and the slow pace at which letters to and from the Pope travelled, and the reluctance of men like Theodore to serve in England. There was some rivalry with the Celtic Church.

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.

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- 5 ‘Celtic Christianity only prospered because it had the support of lay rulers.’ Discuss with reference to the period up to the Synod of Whitby.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may consider the role of rulers such as Edwin, Oswald and Oswiu and contrast their role with that of figures such as Aidan and Cuthbert.

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 may well enhance responses, but are not required. Candidates may argue that without the backing of lay rulers Celtic Christianity would have made little progress. They could instance the sending to Iona by Oswald for a missionary to work in Northumbria and the support which the king gave to Aidan in giving him Lindisfarne and other presents such as a horse to make his travels round the area easier. Churches and monasteries were set up, often endowed by the king or his thegns. Oswald’s defeat of Cadwallon at Heavenfield was seen as a major contributor to the spread of Christianity. Oswiu built up the cult of his brother and founded numerous monasteries including Whitby. Alternatively candidates could argue that the contribution of the missionaries themselves was equally vital. Aidan’s travels round Northumbria converting the people, often on foot, having given the horse away, are recorded by Bede as crucial to the promotion of Celtic Christianity. The work of Cuthbert was less prominent before 663, but he already had a reputation for success in converting people in Bernicia, also travelling on foot.

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.

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Section 2: 663–978

6 How successfully did Theodore of Tarsus overcome the problems he faced in consolidating Christianity in Anglo-Saxon England?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the situation in England when Theodore was appointed, to his centralising work in the Church and his promotion of education.

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 may well enhance responses, but are not required. Candidates will need to identify the problems which Theodore faced. These could include the fall-out from the Synod of Whitby, disillusionment in England after a severe outbreak of the plague, declining standards of scholarship and the rivalry of Wilfrid from his power base at Ripon. Candidates could argue that Theodore was successful, despite being about 60 when he was appointed. He became archbishop in 668 somewhat by chance on the death of Wighard in Rome. He died in 690 after a long period in office and this was a factor in enabling his success. He dealt with the weaknesses in the English Church by restructuring the diocesan system, establishing new cathedrals and appointing bishops where there were vacancies. He held a number of synods at Hertford and Hatfield among others and used them to enforce some uniformity and outlaw heresy. He founded a cathedral school at Canterbury which became a major factor in the development of Anglo-Saxon learning. Aldhelm was much influenced by it. But he had problems with Wilfrid, who saw himself as dominant in the Church and certainly in the north. This led to appeals to Rome by Wilfrid, notably after he was deprived of his bishopric. Wilfrid was reinstated and came to terms with Theodore, but his see was reduced in size and there was no archbishop in the north for some time. Theodore was largely successful, not least because he was able, by living so long, to see his reforms through. He strengthened the English Church and enforced Roman orthodoxy.

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.

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7 ‘The writings of Bede were the main cultural achievement in late seventh-century and early eighth-century Northumbria.’ Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might refer to a range of cultural achievements in scholarship and the arts, but there should be substantial consideration of the works of Bede.

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 may well enhance responses, but are not required. Candidates may argue that Bede’s writings are pre-eminent. His *History of the English Church* is the source of much of our knowledge of the period. His commentaries and religious works were among the foremost of their day, and his scientific writings are witness to his original mind and capacity for deductive thinking. He was possibly the best scholar of his time and his views and books were eagerly sought from all over Europe. Alternatively, there are artefacts which attest to the artistic achievements of the period such as the Lindisfarne Gospels, the Codex Amiatinus, the Franks Casket, the Ruthwell Cross and the *Dream of the Rood*. Candidates may find it difficult to weigh such different types of achievement against each other and any assessment should be credited.

AO3 – [not applicable to Outlines]

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8 To what extent was the success of Viking invasions up to 871 the result of strong leadership?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could refer to the Viking incursions and the leadership of figures like Ragnar, Ivar and Halfdan. Other factors such as their seamanship and fighting ability and the lack of a strong co-ordinated response could be mentioned.

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 may well enhance responses, but are not required. Candidates may argue that although the names of Viking leaders are not always known, it is unlikely that expeditions which sailed across an unfriendly sea to an uncertain reception would have done so successfully without strong and able leadership. Viking raids and invasions were well planned and executed. Leaders who are known, like Ragnar, became legendary, while Ivar and Halfdan led the invasions of 865 and wintered in England, extorting a tribute of horses, conquering Mercia and Northumbria and in 869 brutally murdering Edmund, King of East Anglia. Alternatively, the Viking followers deserve some credit for bringing their longships to England and fighting effectively when they arrived. Even more, however, the resistance they met was often heroic but ultimately ineffectual. Monasteries were easy targets but elsewhere the English kingdoms were divided. Rulers allowed the Vikings to overwinter or paid them to go away and then seem to have been surprised when they stayed. The terror tactics and scorched earth policy the Danes often followed had their impact on possible resistance.

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.

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9 'More than just a successful war lord.' Assess this view of Aethelstan.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the military achievements of Aethelstan, his extending of governmental control over England, his relationship with the Church and his contact with continental rulers.

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 may well enhance responses, but are not required. Candidates may argue that Aethelstan's victory at Brunanburh in 937 over a confederation of Northern and Danish enemies was, indeed, his major achievement, since it brought him authority over a wider area and paved the way for his virtual take-over of Mercia and English Northumbria, enabling him in 937 to be recognised as 'King of all the English'. Alternatively, candidates may stress Aethelstan's achievements in other spheres. He was on excellent terms with many European princes and married one of his sisters to Otto I, and others to rulers in Burgundy and Aquitaine. An English connection was eagerly sought in Europe which attests to his standing there. He was financially stable, after initiating currency reform, and the comparative peace in his reign allowed for the development of law codes. He was a patron of the Church, making rich gifts to the shrine of St Cuthbert as a way of winning favour in the north. He also collected relics. There was much more to Aethelstan than just being a war lord, but his success in war made his other achievements possible.

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.

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10 ‘Dunstan was more significant as a politician than as a religious leader.’ How valid is this judgement?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the work of Dunstan at Glastonbury and his revival of monasticism, taken up and continued by Aethelwold and Oswald. He also served as Archbishop of Canterbury under Edgar. His more secular role as adviser to Edgar can be considered.

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 may well enhance responses, but are not required. Candidates may argue that Dunstan’s political role was significant, but not well documented in detail. He was a key adviser to Edmund but then was exiled, though pardoned at the last minute. He was again exiled by Eadwig who resented a personal affront but restored in 959 by Edgar, and in 960 became Archbishop of Canterbury. As such, he spent much time at court and was the pre-eminent member of Edgar’s council. He witnessed charters. He crowned both Edward the Martyr and Aethelred II and continued to attend their councils until he died. His early biographers concentrate on his religious reforms, however. Alternatively, it could be suggested that Dunstan, as Abbot of Glastonbury, made a lasting contribution to Church reform. He enforced the Benedictine Rule and under his leadership other monks were able to take reform elsewhere. His greatest student was Aethelwold who was sent to reform the monastery at Abingdon. While in exile at Fleury, Dunstan came into contact with European reformed practices and the *Regularis Concordia*, when published in England, was influenced by what he found there. From Fleury too came chanters to train English monks in correct singing in the choir. Once Dunstan was Archbishop of Canterbury with Aethelwold at Winchester and Oswald at Worcester, the promotion of the monastic ideal proceeded rapidly. The Synod of Winchester drew up the *Regularis Concordia*. Given the amount of evidence for Dunstan’s outstanding role in religious affairs, that appears to be his main achievement. But most of the sources are from Church writers.

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.

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Section 3: 978–1135

11 How convincing is the view that the successful renewal of Viking incursions from c.980 to c.1020 owed more to Danish strengths than to English weaknesses?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the Danish invasions in 980 and the Battle of Maldon and in the 990s, the activities of Swein of Denmark and Thorkell the Tall and the eventual succession of Cnut. The incapacity of Aethelred II may also be mentioned.

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 may well enhance responses, but are not required. Candidates may argue that the Danes were undoubtedly strong. They defeated the English under the heroic Byrthnoth at the Battle of Maldon. Their fleets were large and the English could not resist their landing. They had help from their compatriots in Normandy. They used the Isle of Wight as a base and raided far and wide with impunity. In Swein, Thorkell and Cnut they had able and effective leaders. But they were bravely resisted at Maldon and in 994 a fleet was beaten back in an attack on London. Alternatively, it was the weakness of the English that was to blame. After Maldon, a large tribute was paid to the Danes. The Archbishop of Canterbury, Sigeric, paid tribute to preserve his cathedral. England had wealth as witnessed by the splendour of the possessions of both nobles and churchmen, but apparently lacked the will to defend it. Aethelred alienated the Danes further in the St Brice's Day massacre. When he built warships, divisions among his commanders sabotaged the action. The next Archbishop of Canterbury was murdered by the Danes. At court the royal favourite, Eadric Streona, undermined any national effort according to the Anglo-Saxon Chronicle.

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.

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12 ‘Edward the Confessor entirely lacked the qualities needed for successful resistance to the Godwins.’ Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the dominant position of the House of Godwin at Edward’s court and to Edward’s attempts early in his reign and in 1051–52 to overthrow the power of the Godwins. The reasons for Edward’s failure may be discussed.

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 may well enhance responses, but are not required. Candidates may argue that Edward was ineffective in his efforts to counter the power of the Godwin family. He was married to Edith, Godwin’s daughter, who became influential at court. He failed to get his candidate installed as Archbishop of Canterbury, despite the backing of the Pope. His inertia allowed the Godwins to return from exile in 1052, and, tellingly, he failed to win support from the people of the southern coastal areas where Godwin’s power was strong. Edward’s preference for Frenchmen and his absorption in religion rather than government had increased his unpopularity. Alternatively, candidates could suggest that Edward did have some success but it was only temporary. In 1043, he made Robert of Jumieges Bishop of London and tried to use churchmen to balance the Godwins among his advisers. He banished Swein, Godwin’s son. After the problems at Dover on the visit of Eustace of Boulogne, he used the earls Leofric and Siward to bring about the downfall of the Godwins. But, as seen above, he could not hold this position. Even the death of Godwin made little difference and Harold was the real holder of power after 1053 and presided over a country at peace and increasing in wealth. Edward was not totally lacking in the qualities he needed, but it was largely his fault that the Godwins were so powerful. It is hard to imagine Cnut allowing a similar situation 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.

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13 What best explains William I's achievements as King of England after 1066?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the way William dealt with opposition, his castle building programme, the Feudal System, his support from the Church and his administrative methods.

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 may well enhance responses, but are not required. Candidates are expected to reach a judgement about the most vital factor in William's success. William's own determination played a role. Demeaned as a bastard he was eager to prove his worth as King of England. His policies formed the basis of his success. He showed the English that he was not to be trifled with, culminating in his Harrying of the North, which deterred rebels. He also defeated the Scandinavian attacks and appointed reliable and firm regents to govern when he was in Normandy. He maintained much of the Anglo-Saxon government and civil service as it worked satisfactorily. There were also circumstances which assisted him. He was able to give fiefs to his Norman barons and keep their loyalty. By the end of his reign they had virtually superseded the English lords everywhere. Building castles subdued the natives and provided defensive centres. The Church, notably in the person of Lanfranc, gave William support and flourished in his reign. William himself initiated much of the success – he had no intention of having to slink back to Normandy defeated.

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.

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14 ‘A well-governed country.’ Assess this view of England in the reign of William II.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the methods used in governing England, William’s response to rebellion and the role of Ranulf Flambard.

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 may well enhance responses, but are not required. Candidates may argue that William’s administration worked well, whether he was in England or not. Ranulf Flambard was unpopular but efficient, notably in record keeping which enabled the collection of taxes to run smoothly. The development of the Exchequer belongs to the reign of Henry I but William presumably had some means of checking his receipts and expenses. The rebellions in the reign by Bishop Odo in favour of Robert of Normandy and by Robert of Mowbray in the north were both dealt with firmly by William in person. William could be hostile to the Church and Anselm spent much of his archiepiscopate in exile, but he represented a reforming Papacy in conflict with royal power. Arguably the Church in England was not that adversely affected by these debates. Alternatively, there were problems. William needed money, partly to deal with Robert and partly because he had needed to give lands to buy support and so had diminished his hereditary income. There were certainly complaints that he was greedy. Although William himself was praised as a model of chivalry, his knights were more disorderly and were often resented for their arrogance. Because of his quarrel with the Church, William was not always given credit for his achievements by the chroniclers. Orderic Vitalis is especially scathing.

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	Syllabus	Paper
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15 How successfully did the Scottish kings strengthen the monarchy in the period from 1066 to 1124?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the reigns of Malcolm III, his various disputing successors and Alexander I.

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 may well enhance responses, but are not required. Candidates may argue that Malcolm III benefited from the Norman Conquest in that he had an opportunity to improve his position without interference from England. He entertained Anglo-Saxon refugees from the Conquest and learned from them about Anglo-Saxon administrative methods. He married Margaret, one of the royal exiles, and showed his intentions by giving his children by her Norman names. He invaded England on several occasions when William seemed under threat but eventually became his man. The Scottish kings for the next 200 years were descended from Malcolm. Alexander I, Malcolm's son, won a reputation as a pious ruler, founding monasteries at Scone and Inchcolm and being a patron of St Andrews. When attacked by the 'men of the Isles' he went north and inflicted a heavy defeat on them. He married Sybilla, one of Henry I's illegitimate daughters, and went on campaign with his father-in-law. The less successful aspects of kingship can be seen in Malcolm's death in 1093 when invading Northumberland along with his son Edward. This led to a confused period with Donald Ban and then Duncan ruling and then Donald Ban again. One of Alexander's problems was that under his brother's will he had to give another brother, David, substantial parts of southern Scotland. The Scottish kings were quite successful as this was one of the more peaceful periods of Anglo-Scottish relations, so they were able to extend their authority at home. But the problems after the death of Malcolm showed how fragile their control could be.

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.

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Section 4: Themes c.300–c.1066

16 How significant were towns to the economic development of Anglo-Saxon England?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could refer to various examples of urban development and to other factors in the growth of the economy, such as the increased population and the expansion of trade.

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 may well enhance responses, but are not required. Candidates could argue that, once towns began to develop in the late seventh century, their role became increasingly significant. They were primarily trading centres and grew up along trading routes, often linked to ecclesiastical centres. Hence Dover was the port for Canterbury and Southampton for Winchester. Excavations at Hamwih show the variety of industries practised there. By the later Anglo-Saxon period, overseas trade was a vital part of the economy as evidence at York indicates. Alternatively, other factors drove the economy. The population expanded. Ship-building techniques improved which boosted trade. The Vikings were traders as well as raiders. Agriculture changed little but output was maintained. Industry did not always depend on towns. The substantial pottery concerns were in Norfolk and Lincolnshire. The production of a better coinage was a further factor. Towns were an essential driver of economic progress as, without such commercial centres, trade could not expand.

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	Syllabus	Paper
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17 ‘The power of Anglo-Saxon kings from c.560 to c.871 depended primarily on co-operation with their nobles.’ Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could refer to a variety of kingdoms or to a smaller range, but more than one kingdom should be considered. Examples of the influence of nobles and of other factors such as the character of individual kings and the power of the Church could be mentioned.

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 may well enhance responses, but are not required. Candidates may argue that the role of nobles was so important that kings needed to co-operate with them. Kings depended on nobles for the men for their armies and needed to reward them with land to maintain their loyalty. Beowulf illustrates their role. Nobles were important as councillors and in decision making. The council held by Edwin to consider the conversion to Christianity is an example. In the later period they had a part to play in the administration. Alternatively, Anglo-Saxon kings were powerful because of their personal attributes. Men like Oswiu or Offa were able rulers who attracted noble support as a result. Kings who were good soldiers were similarly well served and potent monarchs. The backing of the Church buttressed the position of kings like Oswald. Kings co-operated with their nobles from mutual self-interest. However excellent their personal and fighting skills, however strong the support of Popes and archbishops, kings who could not keep on good terms with the nobility were not likely to last long.

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	Syllabus	Paper
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- 18 ‘The only contacts with continental Europe which mattered to England in the seventh and eighth centuries were religious ones.’ Assess the validity of this view.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the work of individuals like Alcuin, Bede, Wilfrid, Benedict Biscop, Boniface and Willibrord.

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 may well enhance responses, but are not required. Candidates may argue that religion was the basis of many contacts. The Benedictine Rule was introduced to English monasteries by Wilfrid. England sent out missionaries such as Willibrord to Frisia and Boniface to Germany with the encouragement of rulers such as Pepin and Charles Martel. Alcuin was poached from the school at York by Charlemagne to ensure that correct versions of Christian texts were being promulgated in his empire. Benedict Biscop returned to England from his continental travels with mule loads of books, many of which were used by Bede for his Biblical commentaries, and brought over chanters to teach English monks the Roman rites. Alternatively, there were more secular contacts. There were commercial contacts which brought goods from Europe and the Mediterranean to England. Some of the books studied by Alcuin and Bede and transmitted elsewhere were classical texts. Bede had a considerable corpus of scientific writing, which was copied at Jarrow to be sent all over Europe. Since most literate classes were those of churchmen, this may have contributed to a greater emphasis on religious contacts.

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	Syllabus	Paper
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19 Was the Scandinavian impact on England wholly destructive?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might refer to the ravages of the invasions, which came in two phases, one in the later ninth century to the mid-tenth century and one in the early eleventh century. In both phases there was much destruction, but the role of the Scandinavians in trade and eventually in settling into the community could be mentioned.

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 may well enhance responses, but are not required. Candidates may argue that the destruction of monasteries such as Lindisfarne was typical of Scandinavian invaders. They could go on to consider the raids and the beginnings of settlement when the Danes wintered in England. Fighting persisted until Edward was recognised as King of all England. The warfare resumed under Swein. Alternatively, Scandinavians settled down. Guthrum became a Christian and governed the Danelaw. There was a Norse kingdom based on York. In the reign of Aethelred II, the Danes were paid off as much as resisted and Cnut governed as a Christian king, keeping the peace, marrying a Norman wife and issuing charters and a legal code. The Vikings were far from being wholly destructive and the clamorous woes of the Anglo-Saxon Chronicle may be to blame for the popular view that they were.

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	Syllabus	Paper
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20 ‘A period of outstanding achievement.’ How valid is this view of late Anglo-Saxon literature and architecture?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might refer to Carolingian influences and the work of the Winchester School in art and to the Exeter Book for poetry and the Anglo-Saxon Chronicle and the writings of Aelfric for prose.

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 may well enhance responses, but are not required. Candidates may try to find some benchmark by which to define outstanding, but in any case need to form some judgement about what was achieved. It can be argued the Saxons led Europe artistically. Many manuscripts and sculptures have survived to attest to the high standards achieved. The naturalism of the Winchester School came from Carolingian models. The embroideries presented by Aethelstan to the shrine of St Cuthbert demonstrate both rich colour and naturalistic figures. Under the patronage of Aethelwold, the scriptorium at Winchester produced manuscripts using strong colour and delicate drawing. The sculptures in churches and in the Brunswick Casket show the ornamental style. Works produced elsewhere, in Northumbria and Mercia were a little less accomplished. In literature the Exeter collection of poetry survived because a bishop wanted copies of poems, some of which are detailed and moving. The Anglo-Saxon Chronicle, a rare documentary record for the period, includes dramatic events and perceptive pen portraits, but is largely an account of events. Aelfric, abbot at Eynsham, wrote prolifically in splendid Anglo-Saxon prose.

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	Syllabus	Paper
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21 How is the dominance of the thegns in late Anglo-Saxon society best explained?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the role of thegns in society and explain how they dominated.

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 may well enhance responses, but are not required. Candidates may argue the thegns were the main landowners in late Anglo-Saxon society and were usually descended from families of thegns and so were bound to be influential. Hence they were the natural advisers to monarchs and some rose to great heights. Eadric Streona was the favourite of Aethelred II and the position of the Godwins under Harold shows the power to which thegns could aspire. From the ranks of the thegns the ealdormen, who often governed parts of the country almost independently, were chosen. Thengs were expected to show total loyalty to their lord and to die for him if necessary, as the battles of Maldon and Hastings demonstrate. They were men trained to fight but also to rule and beneath them were the mass of ceorls, who were the peasants of the time. With their land holdings, many thegns became wealthy and were able to establish local dynasties.

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.

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Section 5: 1135–1272

22 How innovative were Henry II's governmental reforms?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could refer to the legal, financial and administrative reforms of Henry II.

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 may well enhance responses, but are not required. Candidates may argue that Henry II was faced with a difficult situation following the disorder of Stephen's reign. Stephen's limited political power had led individuals with legal grievances to seek their own remedies, often through violence, since royal justice was not available. Hence there was a loss of royal authority and Henry aimed to restore the situation. Hence his methods were likely to be innovative to respond to a new state of affairs. He sent far more judges on eyre throughout the country, conducting a wide range of business. He used royal writs more freely to initiate proceedings. There was greater written record keeping in the courts and new laws were written down. His control of criminal cases was extended in the assizes of Clarendon and Northampton. Land possession cases were standardised by the new assizes.

Alternatively, in other ways Henry carried on the same methods as his predecessors. In criminal cases he used juries of inquiry and the ordeal. The justiciar remained in charge when Henry was not in England and Ranulf Glanvill served him well. He used sheriffs and, like other kings, kept an eye on them. The 1170 Inquest of the sheriffs extended this policy and many were dismissed. His financial problems were worsened by the anarchy but were not dissimilar to those of others such as Rufus. He kept tight hold of his lands. He raised feudal aids. The legal reforms were innovative in response to the problems Henry faced, but otherwise his government proceeded along the same lines as previous administrations, given that finance was a growing problem. Church affairs could be mentioned as some of the issues between Henry and Becket did concern government, but this is not an essential component of an answer.

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.

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23 How well governed was England during the reign of Richard I?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could refer to the power exercised by Hubert Walter and the effectiveness of his government.

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 may well enhance responses, but are not required. Candidates may argue that despite Richard's absence, the administration of royal power in England was in capable hands, notably after 1193 when Hubert Walter became chief justiciar. Hubert was extremely able, trained in the Exchequer. He introduced systematic record-keeping, which became one of the great strengths of the English bureaucracy. This was demonstrated by the way in which the huge ransom for Richard I was raised. The reign showed that the organs of government had become strong enough in their own right to continue in the absence of the monarch. Alternatively, candidates could suggest that there were some weaknesses. William Longchamp proved less than capable as chief justiciar and was replaced by Walter of Coutances in 1191. Richard's apparent uncaring attitude to England and his eagerness to sell all he could to finance his crusade was a defect. The attitude of Prince John, fomenting plots and conspiracy, made government less easy. Candidates could conclude that England was generally well governed, since when Richard returned, he was satisfied. By then even John had come to order and the collection of the ransom money had united the country behind its lionhearted ruler. Arguably, however, the best service Richard did for his people was to leave England for most of his reign.

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	Syllabus	Paper
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24 ‘The aims of the barons in drawing up Magna Carta were entirely selfish.’ Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the terms of Magna Carta and the aims of the barons in drawing up the Charter.

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 may well enhance responses, but are not required. Candidates may argue that the barons were largely preoccupied with their own interests. They considered that they had suffered the most from King John. They had been the victims of excessive scutage demands and exorbitant charges for wardships, marriages of heiresses and reliefs. Many owed the king money and sought to have their debts cancelled. The working of the forest law had been oppressive to them. John’s officers and even more his foreign mercenaries were thoroughly disliked. John’s attitude to loyal barons like William de Briouze and, even more, his wife was seen as appalling and his advances to noble ladies deeply resented. The setting up of a council of barons to oversee the maintenance of the terms of the Charter was in baronial interests. Alternatively, there were other factors at work. Stephen Langton saw the need for the Charter to have a wider application and some of its provisions extended to all freemen. Clauses relating to trade and to fisheries were a nod towards other groups. Arguably the principles embodied in the Charter, of justice for all and consent to taxation, moved beyond the selfish considerations of the barons. Thus the baronial revolt was largely motivated by selfishness but in the process the Charter became imbued with a higher purpose.

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.

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25 'In the period from c.1240 Henry III's government was destabilised by the failure of his continental policies.' How valid is this claim?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to Henry III's campaigns in France and to his attempt to gain Sicily for his younger son, Edmund. The events of 1258–65 can be seen as the results of these policies or of other factors.

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 may well enhance responses, but are not required. Candidates may argue that Henry's continental policies were failures and so provoked a hostile reaction. They could suggest that had they been successful, which seemed more feasible at the time than it does now, the result could have been different. In 1242 Henry was encouraged by Hugh of Lusignan to join him in an expedition to recover Poitou. Henry had not given up the hope of regaining the lands lost by his father. Henry was betrayed and defeated and henceforth used diplomacy to try to block French ambitions in Europe. His marriage to Eleanor of Provence was part of this strategy and it brought her uncles to his court and to his government. Henry then went on to pay the Pope a very large sum for Sicily. His motivation may not be entirely clear, but the outcome made him enemies at home and in Europe.

Alternatively, there were other influences at work. Henry III's own personality led him to favour grandiose projects and to take risks. His use of the Savoyards was not only unpopular but also failed to achieve his aims. There was a growth in national feeling, which was not solely a reaction against the Poitevins. The seven barons who initiated action against Henry's government in 1258 had concerns beyond Henry's foreign policy. They included Simon de Montfort, a man of powerful rectitude. The Provisions of Oxford aimed at a reshaping of government which reflected the aspirations of the nobles as well as their distaste for Henry's methods and his constant evasion of former attempts to control his actions. Henry's failures in Europe gave the barons the occasion to challenge him, but resentment had been building over the previous twenty years.

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.

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26 To what extent did Alexander II of Scotland redirect the priorities of the Scottish monarchy?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might refer to the better relationship enjoyed by Alexander II and Henry III and the reasons for 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 may well enhance responses, but are not required. Candidates may argue that Alexander II moved away from the policy of hostility to England in favour of one of greater co-operation. He was married to Joan, a sister of Henry III, but other Scottish monarchs had made such alliances without any improvement in the relationship. But the papal legate brokered a settlement which adjusted the land holdings of each monarch in border areas and ended some long-term disputes. Alternatively, Alexander adhered to traditional hostility. He married a French princess after Joan died and his heir was born from this union. In 1244 there was a major show-down involving forts in the border country and Irish activity on both sides. However, the outcome was a further treaty which answered the needs of Scotland more directly. The heir, Alexander, was to marry Henry's daughter.

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.

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Section 6: 1272–1399

27 'Edward I's main concern in his government of England was to recover the rights of the Crown.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might refer to the various financial reforms introduced by Edward to increase revenue and to his other administrative and governmental changes aimed at rebuilding royal power and improving the quality of his rule.

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 may well enhance responses, but are not required. Candidates may argue that Edward saw the troubles of his father's reign as arising from a lack of revenue and a lack of administrative control. He was determined to increase royal authority, notably in London, and though he would leave some detail to his council and other officials, he intended to rule as well as to reign. He thus began the *quo warranto* proceedings, was notably mean in giving out lands and eager to regain lost land, and extracted more indirect taxation from customs and direct taxation from Parliamentary sources. He used Italian bankers to improve his cash flow and his efficient administration meant that tax yield nearly matched expectations. His greater use of Parliament allowed him to raise more taxes and to pass a series of statutes which enhanced his position. Alternatively, Edward wanted a better administration so that Parliament was used for redress of grievances and the passing of statutes for the general benefit. He tried to remedy deficiencies in the enforcement of laws and he was ready to execute traitors. This indicates that restoring his rights was not his sole aim.

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	Syllabus	Paper
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28 What best explains the success of Edward I's conquest of Wales?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might refer to the divisions among the Welsh and the desertion of Llywelyn by his brothers at first, to Edward's determination, to the castle building programme and to the military superiority of the English army.

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 may well enhance responses, but are not required. Candidates may argue that the first successes of Edward were largely due to the isolation of Llywelyn, Edward's careful forward planning of his campaign and the vigour of the marcher lords who commanded sections of the royal army. Welsh allies of Llywelyn were defeated or made terms, and so the Welsh prince had to come to terms in 1277 and see much of his land given to his treacherous brother, David. The settlement proved difficult to enforce and in 1282 David rebelled and won much support in Wales. In this emergency, Edward responded rapidly and strongly in a successful campaign which culminated in the deaths of Llywelyn and David. Edward then spent a year in Wales issuing the statute of Rhuddlan and proclaiming his son born at Caernarfon as Prince of Wales. He built a string of impressive and impregnable castles. But much Welsh custom and law remained and the administration was generally fair and effective. There were some further revolts but the marcher lords, whose interests were bound up with those of the crown, dealt with them. Candidates need to come to a judgement, but several of these factors could be taken as the chief explanation as long as the issue chosen is well supported.

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.

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29 'Unsuccessful in all he undertook.' How valid is this judgement on Edward II?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might refer to the aims of Edward's policies and so assess his success in that way or analyse the outcome of various of his actions.

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 may well enhance responses, but are not required. Candidates may argue that Edward was a total failure. He could not maintain Gaveston in power or even save his life. He was totally defeated by the Scots at Bannockburn. He was forced to accept the supervision of the Lords Ordainer. His favouring of the Despencers made him hugely unpopular given their rapacity. One of his biggest errors was to neglect his wife and subordinate her to his favourites as this eventually was his undoing. He was deposed and died miserably in Berkeley Castle. Alternatively, Edward was not wholly incompetent. He was a good horseman. He could act decisively. In 1320 he wisely refused to perform fealty as well as homage to the French king. His understanding of the workings of government was sound. He may have been skilled in 'rustic crafts' but this did not win much admiration. He had one military success at Boroughbridge and in the execution of his enemy, Lancaster. He had some success in administration, notably in the reform of the Exchequer under Stapledon. He was a considerable artistic patron.

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.

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30 Why were Edward III's achievements so limited in the later years of his reign?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the military failures from about 1360, the role of John of Gaunt, financial problems, the rise of Alice Perrers, the Good Parliament and the decline of Edward's personal grasp on events.

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 may well enhance responses, but are not required. Candidates may suggest that the Black Prince was much less successful in this period, and his brutal sack of Limoges tarnished his reputation and made the French even more hostile. His poor health also contributed and he died in 1376. John of Gaunt had none of the popularity of his older brother; he was widely blamed for the failures of the 1370s and his liaison with Katherine Swynford was seen as unworthy. He was blamed for negotiating a truce with France in 1375. There were scandals in the government with officials dismissed for fraud and Edward did little to remedy more widespread corruption in the localities. With the death of his queen and many of his contemporaries, Edward withdrew more from affairs and was under what was seen as the malign influence of his mistress, Alice Perrers, a woman on the make. Finance was a perpetual problem and the government had to raise extensive loans. In the Good Parliament, royal officials were impeached for dishonesty and the king did not stand by 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.

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31 How responsible were the French for the outbreak of the Hundred Years War?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the long-term origins of the war, going back to the loss of the Angevin Empire, the revival of French power, the issue of Gascony and Edward III's claim to the French throne.

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 may well enhance responses, but are not required. Candidates may argue that the French were more eager for war than the English. The French king wanted to settle the vexed question of Gascony, for which Edward III had done homage when heir to the throne and repeated the act as king. Philip VI was the first Valois ruler and may have wanted to make his mark in settling a long-running issue. He made an alliance with the Scots which seemed a significant threat to the English. French interests in the Low Countries were undermined by English trading links and alliances with Hainault, Guelders and Juliers. The French moved their fleet from the Mediterranean to the Channel and pirates from Calais and Wissant preyed on English shipping. The immediate cause of the breach was Philip VI's confiscation of Gascony on the grounds that the English had sheltered his enemy, Robert of Artois. The French raided the southern coasts of England early in 1338.

Alternatively, the war had deep roots in the past. The Angevins had ruled much of France until John lost the empire there. Edward I and Edward II had fought to establish their control over Gascony and the question of homage and the legal extent of French influence there was unresolved. Gascony was a wealthy province and worth having. The wine trade was important to England. Encouraged by Robert, Edward put forward a claim to the French throne through his mother, the daughter of Philip IV, whereas Philip VI claimed as the son of a younger brother of Philip IV. Edward had personal enthusiasm for the war. Traditionally Edward III has been seen as the aggressor and candidates may agree with this assessment, or they may feel the French were provocative and Philip VI had every hope that a successful war would boost his domestic strength.

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.

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Section 7: 1399–1461

32 How effectively did Henry IV overcome the challenges facing him?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected; it is the quality of the argument and evaluation that should be rewarded. The question requires analysis and assessment, a narrative of the rebellions, conspiracies and problems facing him will not score well. Although the unpopularity of Richard II was of some advantage to Henry, there was still some support for the former king, for example in the north and midlands and amongst the Franciscans. Rebellion and conspiracy against Henry IV should also be seen against the background of his usurpation and the existence of other possible claimants. Wales and Glyndwr's rebellion presented a threat to the King in the Marches and the long lasting nature of it was especially difficult. Henry's other major problem in terms of opposition came from the Percies whose grievances and discontent made them persistent rebels. Candidates may be expected to deal with the issue of Hotspur and his defeat at Shrewsbury, the rebellion and conspiracy of Northumberland and Scrope which produced a Northern rising in 1405 and resulted in Scrope's execution and the defeat of Northumberland in 1408.

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 importance of factors and approaches, and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations, although not required, may enhance responses. Challenges to Henry were serious but there is real debate over how effective he was in meeting these challenges. The issue of Glyndwr was particularly difficult. Henry was beset with other issues that meant he was unable to give his whole attention to containing conspiracy, especially in terms of foreign policy and finances.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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.

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33 What best explains Henry V's success in his campaigns in France?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected; it is the quality of the argument and evaluation that should be rewarded. A good balance should be struck between English strengths and French weaknesses. Chronological narratives of the military campaigns should be avoided. The incapacity of Charles VI and the connected rivalries of the nobility could be pointed up. Henry's successes in the period 1417–19 owed a great deal to those rivalries and faction and to what amounted to civil war in France, which meant that he could occupy Normandy almost unopposed. On the other hand, Henry's generalship, powers of military organisation and diplomacy need to be explored, as well as his ruthlessness. Candidates might well make clear points about Agincourt, but the answer needs to be more wide-ranging than that. Some candidates might explore the role and effectiveness of the long bow; there might be some comment about his effectiveness at home which allowed him to fight in France; finance and the use of Parliament may well be a significant part 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 importance of factors and approaches, and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations, although not required, may enhance responses. There should be a real attempt at relative evaluation and a clear sense of the best explanation, although no particular view is being sought. Differing emphases on factors can be expected; it could be argued that despite Henry's undoubted abilities he could not have been so successful without the weakness of the French monarchy.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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.

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34 ‘Owain Glyndwr’s rebellions failed because of his military mistakes.’ Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected; it is the quality of the argument and evaluation that should be rewarded. It is expected that candidates should cover the whole period of the uprising in order to evaluate the extent of the military mistakes and indeed successes; this should be set against other possible reasons for failure. Candidates might well take a chronological view, which, so long as it is not descriptive, may well work. Owain Glyndwr declared himself Prince of Wales in 1400 and ruled Wales for nearly ten years. Candidates might reflect upon his early successes in his dealings with France and the Papacy and the marriage of his daughter to Edmund Earl of March. It could be argued that he was successful in this period in part because of the other problems suffered by Henry IV. Glyndwr’s dealings with the English nobility, especially the Earl of March, should be evaluated. Henry’s problems should be evaluated, including his problems with his own accession, issues with Scotland and the challenges of the Percies. For ten years Wales and the Marches were a battleground with economic, social and political consequences. The ultimate defeat of Owain and the future Henry V’s role in that should also be considered. In the short term, his military mistakes were largely to blame for his fall, although it could be argued that Henry was more able to deal with him in 1409. The fact that he simply disappeared could also be reflected upon.

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 importance of factors and approaches, and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations, although not required, may enhance responses. Although the achievements of Owain may seem impressive, their significance in terms of their longevity should be considered. The issues of the person and circumstances of Henry IV are also important. But there should be a clear focus on the issue of military mistakes and a relative evaluation of how far those contributed to his downfall.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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.

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35 Did the failures of the minority of Henry VI outweigh its successes?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected; it is the quality of the argument and evaluation that should be rewarded. Whilst Henry VI presided over perhaps one of the most unstable periods in English history, as a minor the kingdom was governed well by his uncle, the Duke of Gloucester, despite the strain that was placed on the realm due to the dual monarchy. The position in France for his uncle, the Duke of Bedford, was always more difficult, especially given the resurgence of the French and the lack of money. The make up of the council could be evaluated as it contained many remarkable able men who had a long history of able service. The Council and Gloucester kept government ticking over, although there was always an air of impermanence and there were notable tensions, particularly between Gloucester and Cardinal Beaufort. Some comparison with his period of majority might be expected, but again the focus should be predominantly on the period of minority. Some sense of understanding of the role of the king in the fifteenth century might be expected in relation to the lack of an adult king. Candidates might also reflect on the calamity of the loss of Henry V at such a young age.

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 importance of factors and approaches, and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations, although not required, may enhance responses. A sense of perspective of the role of monarchy might well be expected; candidates might well argue that the minority was remarkably successful given the enormous issues to be dealt with and the legacy left by Henry V. Some evaluation of the tensions below the surface might well be employed by way of a counter argument, although candidates will probably conclude that this period saw more success than failure, but that it was always blighted by the sense of impermanence.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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.

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36 ‘Henry VI had no one but himself to blame for the loss of his throne.’ Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected; it is the quality of the argument and evaluation that should be rewarded. One view may well be that Henry was very much to blame, his favourites; his lack of military prowess; his poor guardianship of royal finances; and his unstable mental health. On the other hand, candidates might argue that others might shoulder some of the blame, chief amongst these York and Warwick, although perhaps Somerset and Margaret of Anjou might also be implicated. It could be argued, however, that the Kingdom was better governed during the time of the protectorates than at any other time and that after Henry was removed from London and Anjou allowed to take her revenge on the Yorkists, it could only be a matter of time before Henry was deposed. Candidates might turn to key turning points including the First Battle of St. Albans; the Parliament of Devils; the Battle of Wakefield; and Anjou’s failure to take London. Candidates might also differentiate between the longer- and shorter-term causes.

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 importance of factors and approaches, and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations, although not required, may enhance responses. It would be difficult to see Henry as entirely blameless for the situation. Even before his breakdown he engineered a situation where the royal favourites were deeply resented and others such as York sidelined. After his breakdown, the responsibility might lie with Anjou, but candidates might well ascribe some blame to York. This will tend to depend upon their assessment of the point at which York began to aim for the throne. The key to success will be a relative evaluation of these factors.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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.

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Section 8: 1461–1547

37 How valid is the view that the Yorkist rule (1471–85) was both innovative and effective?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected; it is the quality of the argument and evaluation that should be rewarded. A chronological approach might work here so long as candidates do not simply recount the events of this period; there should be coverage of the whole period. Following Edward IV's return to the throne, England seemed to be settled and the Yorkists could embark on the business of governing the realm. It is worth pointing out that Richard of Gloucester was substantially involved with the governance of the realm during his brother's reign. There is something to be said for the premise of the question: both Edward and Richard were skilled administrators and Edward in particular presided over an able and hardworking council. The chief areas of innovation lie in the Crown finances and use of the Chamber, a more peaceful foreign policy, attacks on retaining and innovative solutions for the provinces. Where effectiveness can be question tends to lie in personal relationships, Edward was prepared to break the law when rewarding his brothers, only to be damagingly let down by Clarence. Edward presided over a dangerously faction-ridden court and made no provision for a minority in the event of his death; arguably he depended on too narrow a powerbase. The effectiveness of Richard's governance is fairly well established, but arguably he never emerged from the circumstances of his accession.

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 importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and differing historical interpretations, although not required, may enhance responses. The Yorkist Kings have their apologists, with substantial claims to establishing sound government. Whether this amounted to real innovation is an issue that candidates should address. It could be debated that a dynasty so reliant on faction and torturous family connection could not be regarded as innovative, and that Edward should have addressed these issues if he was ever to merit the accolade of an effective king.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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.

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38 How successful was Henry VII's relationship with the nobility?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected; it is the quality of the argument and evaluation that should be rewarded. Narratives of the reign will not be well rewarded; there should be a clear focus on the issue of the nobility. Answers should show a good understanding of the role of the nobility in fifteenth-century England as local magnates responsible for law and order in the localities and raising and commanding armies and as counsellors. Kings needed not only to demonstrate their authority over the nobles, but also to win trust and good will, and answers should deal with this issue. Exploration and analysis of the following policies might be expected: acts of attainder and reversals of attainder; bonds and recognisances; methods to deal with bastard feudalism and retaining; wardship; the role of the court; the granting of titles; promotions and lands; appointments to the council; the Council Learned in the Law; and a reduction of the reliance on the nobility in the provinces. Specific examples do need to be used.

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 importance of factors and approaches, and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations, although not required, may enhance responses. There is considerable debate here. The traditional view is that Henry was anti-noble; more recent revisions suggest that his aim was to re-establish the proper relationship between nobility and monarchy following the wars of the Roses, and more recently still a view that Henry displayed all the hallmarks of a tyrant over his dealings with the nobility. Candidates might point to the fact that Henry was an unknown before his accession, with few natural supporters and an even smaller family, which could be viewed as both advantage and disadvantage. One great test of success might be that Henry faced no noble rebellions after the first year of his reign.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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.

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39 To what extent did James IV and James V of Scotland achieve their ambitions in Scotland?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected; it is the quality of the argument and evaluation that should be rewarded. The chronological focus should be on the period from the accession of James IV (1488) to the death of James V (1542), although some reference might be made to the situation James IV inherited. Broad themes could be explored, certainly the issue of internal order should be addressed, and the issue of eroding power bases within the country, the prestige of the court and the relations of Scotland to other countries, especially England and France. James IV was energetic and pious; he achieved an excellent marriage with Margaret Tudor and built a glittering renaissance court. He was also able to extend his influence over the Church. Some comment on the minority of James V will be expected; once he took personal control, he was able to extend his father's programme over the Church, restore royal finances and make excellent marriage alliances.

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 importance of factors and approaches, and arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations, although not required, may enhance responses. The verdict on both kings is generally favourable, but both died prematurely so some evaluation of this will be required. Some critical evaluation of their relationships with the nobility might be expected, and candidates might reflect that policy was too dependent on the French alliance. The verdict on Church relationships and culture should not be ignored, however.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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.

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40 'Its aims were invariably unrealistic.' Consider this view of foreign policy in the reign of Henry VIII.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected; it is the quality of the argument and evaluation that should be rewarded. The focus of this question should be the aims of Henrician foreign policy and how realistic these were; there should be good coverage of the whole reign. A chronological approach might well be taken and this could work so long as there is substantial evaluation as opposed to narrative. The reign can be divided into three eras: the period during which Wolsey presided over Henry's dreams of a French victory; the period of the Reformation which was generally concerned with security; and the renewal of war towards the end of the reign. In general, candidates might reflect that the dream of success in France was always unrealistic, given the size and power of England as compared to her continental rivals and the duplicity of Henry's chosen allies. The issue of finance, or lack thereof, was a constant problem. However, Henry was not to be ignored and whilst he never came close to achieving his aims, there were notable successes such as the treaty of London. Less glorious was the mid period; the alliance with German Protestants gained nothing and was unpalatable to Henry. The policy against Scotland and France at the end of his reign was ruinously expensive and ultimately doomed.

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 importance of factors and approaches, and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations, although not required, may enhance responses. Candidates might well agree with the statement to a very large degree, not least to criticise Henry for his lack of appreciation of political reality. Policy was ultimately very expensive and achieved very little tangible benefit. However, England was not invaded and Henry was, from time to time, sought out as a balance to the two European super powers.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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.

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41 How far were both the causes and the course of the Henrician Reformation, c.1529 to c.1540, dictated by Henry VIII's personal concerns?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected; it is the quality of the argument and evaluation that should be rewarded. Henry was certainly motivated by the need for a male heir and he feared for the future of his dynasty. It could also be argued that once Henry had been convinced of supremacy, he wanted to maintain this extension to his own powers. This largely underpins his search for a divorce and the break from Rome; further reform in the 1530s might also be seen as stemming from the need for security. Even after the conservative backlash in 1540, Henry was still concerned to maintain his newly won powers. Other motivations can also be seen; these include: the reforming tendencies of Cromwell and the Boleyn circle; the issue of anti-clericalism; finance and wealth, although it could be argued that this was motivated by personal greed; the need for security in removing the monasteries. Candidates will need to comment on both the causes and the course of the Reformation.

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 importance of factors and approaches, and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations, although not required, may enhance responses. There is a great deal of debate here. Whilst it is unlikely that candidates will argue for a bottom-up reformation, some consideration of the Church and reforming tendencies might be expected. Candidates might well reflect that the causes of the Reformation were indeed almost entirely personal, but that the later course of the reforms might well owe more to a wider range of issues. Candidates might be expected to set this in the context of a personal monarchy where most issues of state were very closely associated with the personal concerns of the monarch.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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.

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Section 9: Themes c.1066–1547

42 'A system of organised exploitation.' How apt is this view of feudalism in the period up to 1300?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the establishment of feudalism in England under the Normans and to the ways in which it affected 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 may well enhance responses, but are not required. Candidates may argue that the beneficiaries from feudalism were the upper classes, who used it to crush the lower classes and beat them into submission. The rules which governed the manorial system meant that villeins were tied to the soil, forced to work for the lord and had little personal freedom. They had to pay a range of taxes to the lord. Even the knights could be seen as exploited by their lords at whose behest they must fight. The forest laws guaranteed upper class enjoyment from which others were excluded. Alternatively, the system gave everyone a place in society and in villages resources were generally shared out quite fairly. Peasants could grow crops for their own consumption. In the period before the Black Death some peasants certainly prospered. The knights had a castle roof over their head and could make a fortune as William the Marshal did. But, even so, candidates may feel that Magna Carta reveals all too clearly that from the barons downwards, there was a feeling of exploitation. The security the system was meant to provide was possibly valued less compared with the resentment generated by the defects of feudalism.

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.

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43 How convincing is the claim that there was a twelfth-century Renaissance in England?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could refer to a range of examples, such as Early English church architecture, Latin writings from authors such as John of Salisbury, and English texts, especially *The Owl and the Nightingale*.

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 may well enhance responses, but are not required. Candidates could argue that English achievements were considerable. Henry II's court was known for its appreciation of literature and reflected its cosmopolitan nature. Walter Map, John of Salisbury and Gerald of Wales were all at work, often writing about the court. Henry himself was a patron of works that were useful and so encouraged the production of the Dialogue of the Exchequer. In English, *The Owl and the Nightingale* is set in the real world, not a courtly Utopia. In addition, Jordan Fantosme wrote in French verse about Henry's wars. There was a varied output. In the arts, well travelled lords built fine churches using the latest designs and several cathedrals were centres from which new ideas spread. The choir of Canterbury Cathedral is one example. Alternatively, the Renaissance was highly dependent on French and other continental influences. All the rulers of England were more French than English. The most prominent patron of the arts among them was Eleanor of Aquitaine, whose tastes were formed in southern France. The crusades brought contact with Byzantium and the Middle East as well as Mediterranean Europe.

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.

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44 How influential was Parliament in the thirteenth and fourteenth centuries?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could refer to the developments under Simon de Montfort, Edward I and Edward III.

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 may well enhance responses, but are not required. Candidates could argue that Parliament became more influential as more people attended its deliberations. In 1265 knights and burgesses were invited as Simon de Montfort made a bid for popular support. This was short-lived, but Edward I revived the idea to broaden his support base and used Parliament to pass statutes, the first recorded being the Statute of Merton in 1275. Other important reforms followed, such as the Statutes of Westminster and the Statute for Wales. The doctrine of the supremacy of statute law came to be accepted. The other main function of Parliament was to give assent on behalf of all to taxation and thus legitimise collection. Petitions could be presented to the king to draw his attention to abuses or grievances. The needs of kings for finance for war, especially under Edward III, allowed Parliament to increase its role and the Good Parliament began to use the process of impeachment to remove royal advisers of which it disapproved. Alternatively, it could be suggested that the influence of Parliament was limited. It was only called when kings wanted something, generally money, and so was not a permanency in government. The legislative programme was designed by the king. The royal council remained the prime decision-making body, and it was in the council that movements to depose Edward II and Richard II originated. Many of the petitions which were heeded by the king arose from magnates who wanted private wrongs remedied. Candidates might conclude that the influence of Parliament varied according to the needs of the monarch. Edward I wanted to pass laws and get a clear means of consent to taxes, while Edward III was more dependent and so more subservient.

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.

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45 ‘Corrupt and worldly.’ How accurate a view is this of the fifteenth-century Church in England?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected; it is the quality of the argument and evaluation that should be rewarded. The chronology of the fifteenth century can certainly be stretched here; however, this is not a question about the causes of the Reformation and there needs to be significant reference to the fifteenth century itself with robust examples. A chronological approach is unlikely, but purely descriptive accounts will not score well. There is certainly a case to be made for the question with plenty of examples of worldly prelates such as Beaufort and Wolsey; yet vocation was still strong. There were an increasing number of graduates amongst the secular clergy, although monastic life did seem to falter, despite their wealth. Candidates might refer to various attempts at genuine reform. Some reference to Lollardy might well be made. Popular piety was generally strong with enthusiasm for pilgrimage and lay guilds, in particular. The links between lay literacy and printing of religious works might well be made. The flurry in Church building and the refurbishment of parish churches should be mentioned. Candidates might well debate whether there was a change in religiosity. There was certainly some anti-clericalism, but whether this was any greater or prompted by increased corruption is debatable.

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 importance of factors and approaches, and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations, although not required, may enhance responses. There is real debate about the nature and extent of corruption in the Church, and candidates may well engage in the historical controversy. Candidates might reflect on the problems with some of the sources. No set answer is expected; there is considerable evidence to argue both ways.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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.

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46 Should we accept the view that fifteenth-century England enjoyed growing prosperity?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected; it is the quality of the argument and evaluation that should be rewarded. Answers might be expected to address the following set of issues: demographic change, the levelling out of the effects of plague and its results; static prices and rising wages. Candidates might well reflect on whether this was the case for all sections of society. Other areas to be considered might include the decline of the wool trade but the expansion of the cloth trade and industry; growth in other industries such as building; salt production; tin mining; evidence of the growth of merchant shipping; the rising wealth of London and some provincial towns; the rise of substantial tenant farmers and the yeomanry. Commutation of labour services became universal; consolidation of holdings by landlords and peasants and enclosure could be considered. Candidates might consider changes over the period and perhaps the impact that civil war had on these issues.

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 importance of factors and approaches, and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations, although not required, may enhance responses. One obvious area to explore is the issue of whether this was a golden age of the labourer, the debate surrounding enclosure and sheep farming; also the debate over the relative growth of some towns and industries against the relative decline of others.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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.

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47 To what extent and why did the role of women in society change during the fifteenth century?

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 required. No set response is to be expected; it is the quality of the argument and evaluation that should be rewarded. Candidates may well point out that, despite changes, society remained overwhelmingly patriarchal and advances in the role of women often depended on social or marital status. There is evidence of women being members of craft guilds and running workshops and businesses, but these did tend to be single or widowed women. There is some evidence that there was real change, though temporary, in the fifteenth century. There is also evidence of women being influential in the Church as abbesses, for example, or mystics such as Julian of Norwich. Candidates might refer to influential individuals such as Cecily Neville, Margaret Beaufort or Margaret of Anjou. Candidates will need to fully engage with the issue of ‘why’ to access the full range of marks; this could be set in the wider context of greater prosperity or greater lay piety.

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 importance of factors and approaches, and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations, although not required, may enhance responses. One area of debate might concern the nature of the evidence which is patchy and more accessible at the higher reaches of society. How far did demographic changes affect the role and influence of the *femme seules* in the fifteenth century?

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, display 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.