

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

9769 HISTORY

9769/11

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

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

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

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

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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

Introduction

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

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

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

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Band 1: 25–30

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

Band 2: 19–24

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

Band 3: 13–18

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

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Band 4: 7–12

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

Band 5: 0–6

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

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Section 1: c. 300–663

1 How secure was Rome's control of Britain in the fourth century?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could refer to the relatively frequent changes of Emperor which affected Rome's control. New rulers such as Constantine and Magnus Maximus emerged from Britain and Valentinus raised a rebellion when exiled to Britain. The garrisons were disrupted as a result. This suggests Roman control was faltering. The Scots and the Picts began to raid across the frontiers after year of peace, from the middle of the century, and in 367 killed the Count of the Saxon Shore. Few new military buildings appeared – the last Saxon Shore forts were complete by the early years of the century. A few coastal watchtowers on the Yorkshire coast contrast strongly with the buildings of previous centuries. Other forts were falling into disrepair.

On the other hand, there is little evidence of serious damage from the 367 barbarian incursions and villa excavations suggest that these areas remained prosperous. Some repair was carried out on Hadrian's Wall according to inscribed stones found there. Mints continued to issue coins. Daily life probably continued much as before in most parts of the Roman province.

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 answers, but are not required. The question asks for a judgement and candidates may conclude that, although it is easy to suggest that the control of Rome was slipping, this view may be based on hindsight. It was the disasters of 410 onwards which forced the Roman withdrawal from Britain.

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 complete a picture of Anglo-Saxon settlement and expansion emerges from the evidence available for the period c. 450–c. 600?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates will need to refer to some sources of evidence. Written sources could include Gildas, Bede, Nennius and the Anglo-Saxon Chronicle. Of these Gildas gives little precise information about names and locations. Bede amplified the account of Gildas and claimed that the Angles, Saxons and Jutes settled the country. Nennius has the references to Arthur and the Chronicle is often based on guesswork and says nothing about some of the kingdoms and particularly does not mention London. Hence none of these shed that much light on the settlements.

The other evidence is largely archaeological. The Anglo-Saxons buried their dead with grave goods or cremated them and the ashes were placed in decorated pots for burial. Where cemeteries are found then Anglo-Saxon settlement can be deduced but the extent and nature is harder to ascertain and the dating of objects is problematic. But the evidence does tend to bear out Bede, although his dating of the invasions is much less reliable. The Life of Saint Germanus and the writings of Procopius add some other material, but Aethelbert is the first ruler about whom there is much reliable information.

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 answers, but are not required. Candidates are asked to make a judgement and are likely to conclude that the evidence is quite sparse and that little can be stated conclusively about the invasion and settlements. They may make some decision about which sources give the most information.

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 much did the kingdoms of southern England and East Anglia have in common in the period c. 450–c. 663?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. One view could be that they had much in common. Both became Christian, although the commitment to Christianity in Kent was stronger than in East Anglia. They had, at times, kings whose authority was widely recognised – Bede's list of Bretwaldas includes Aelle of Sussex, Aethelbert of Kent and Raedwald of East Anglia. By the end of the period, however, their supremacy had passed to more northerly or westerly rulers, who were on the frontiers of the Anglo-Saxon world. In all the kingdoms the rulers probably had great treasures and wealth as they needed these to keep the loyalty of their subjects as Beowulf makes clear, but the evidence for this comes largely from East Anglia in the Sutton Hoo ship burial. The succession rules for kings were undefined in all kingdoms.

Differences might lie in their stability. Kings of East Anglia were frequently killed by their enemies, while Kent had fewer such experiences. The southern kingdoms, not surprisingly, had closer connections with Gaul and the Franks, although many of the objects in the Sutton Hoo burial came from distant parts of Europe, attesting to the trading connections of East Anglia. In Kent and Sussex an elaborate system of subdivisions into units, called lathes in Kent, led to administration based on these, each one having a royal vill at its centre, where tax collection was based. Aethelbert produced a law code in the vernacular. These laws refer to coins, so there must have been coins in circulation, indicating a relatively advanced economy.

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 answers, but are not required. Candidates are asked to come to a view and may conclude that the evidence is lacking to be certain how different the two areas were, or they may feel that Kent, especially with its Jutish origins, was likely to have its own character.

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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4 How substantial was the supremacy of the kings of Northumbria over the rest of England in the period c. 593–c. 670?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might point out that, apart from Oswy, the Northumbrian kings died in battle, defeated by rulers from elsewhere in England. The deaths of Edwin in 633 and Oswald in 642 were considerable setbacks. Their headquarters at Yeavering were sacked at least twice. This suggests their supremacy was flawed. Similarly several of them spent time in exile. The extent of their control over southern kingdoms cannot always be established.

But, on the other hand they were each in turn expansionist, both towards Scotland and Wales, not quite the focus of the question, but important in securing their frontiers, and in northern and central England. Edwin imposed tribute on Mercia for a time. Oswald annexed Lindsey and married the daughter of the king of Wessex. Oswy married his cousin to back up his claim to Bernicia, but still had to fight for it. His children married into the Mercian royal house and he defeated and killed Penda at the battle of the Winwaed in 655. In addition the evidence of the site at Yeavering shows the kings had a magnificent hall, symbolic of their supremacy. They also were responsible for the spread of Christianity which enhanced their standing. Edwin brought Paulinus to York. Oswald recruited Aidan from Iona and encouraged him to travel throughout Northumbria converting the people. Oswy founded monasteries, some further south, persuaded the East Saxon king to become a Christian and to accept Cedd of Lindisfarne as bishop and helped convert middle Mercia. He presided over the Synod of Whitby, attended by all the major church figures. These examples suggest that Northumbria had indeed established a supremacy, albeit not a permanent one.

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 answers, but are not required. Candidates could argue that a judgement is not easy, given the rather patchy nature of the evidence, much from Bede who is likely to be a somewhat partial witness. But they may feel that, on balance, the factors indicating Northumbrian kings were supreme have the greater impact.

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 Who played the more important role in the spread of Christianity in late sixth and seventh-century England: churchmen or kings?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may find it difficult to separate the two roles since many churchmen worked hand-in-hand with kings. It has been suggested that many kings used Christianity as a tool of their policy. A case in point might be Aethelbert whose prompting led Augustine to set up his archbishopric in Canterbury, rather than in London where the East Saxon king reigned. In favour of the churchmen could be the work of Augustine and the Roman mission, leading to the conversion of Raedwald, the most powerful king of his day. Southern England was gradually converted and bishoprics set up. In 655 Deusdedit was the first native Anglo-Saxon Archbishop. The Irish mission, led by Aidan and including such luminaries as Cuthbert, had real impact in the north and Lindisfarne became a renowned centre. Theodore of Tarsus and Wilfred of Ripon also played a part, although Wilfred is a more controversial figure.

As for the kings, Aethelbert's permission was needed before Augustine could begin his work. Raedwald continued to keep up pagan worship alongside Christianity and some of his successors reneged. Edwin brought Paulinus north, Oswald sent for Aidan and enabled his mission to succeed. Many Christian kings gave land for churches and monasteries to be built and Oswy presided at Whitby.

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 answers, but are not required. Candidates seem likely to conclude that the kings have the edge, as without their initial support the churchmen could not have got going. Bishops were useful servants to kings and often influential but they were dependent on royal favour as the career of Wilfred makes clear.

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 Assess the political and cultural achievements of the kingdom of Northumbria in the later-seventh and eighth centuries.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that the cultural achievements far outweighed the political. After the death of Oswy in 670, successive kings proved less able and in a hundred year period there were 16 kings, most of whom were murdered or deposed. Northumbria became a lawless state with a few spates of better government under Ceolwulf and Ecgberht. The endowments of monasteries, which allowed nobles to retain land in their families, reduced the amount available for the crown, when noble families came to an end, and so royal gifts to nobles declined and with this, the authority of the crown was diminished.

But culturally this is a golden age exemplified by works such as the Franks Casket, the stone crosses at Ruthwell and Bewcastle, the Lindisfarne Gospels and the Codex Amiatinus. The writings of Bede and Nennius contributed too. Alcuin of York saw the export of Anglo-Saxon cultural achievements to the continent, but by his day European influences were outdoing those from England.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates seem likely to conclude that it was the cultural aspect where Northumbria excelled and that even this aspect was in decline by the end of the eighth century.

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 How is the predominance of Mercia in eighth-century England best explained?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue one of the main factors was the ability of the two Mercian kings Aethelbald and Offa. Aethelbald had some luck in the departure of two of his rivals but his forcefulness led him to become recognised as the king of southern England. Offa, mostly famous for his dyke, had a long reign and was able to subdue the other kingdoms. Previously minor kings had ruled in Sussex and Kent, but no more. The king of East Anglia was beheaded on Offa's orders and pretenders to his throne ruthlessly removed. He was in touch with Charlemagne, the greatest king of his day, who wrote to Offa as an equal. He was determined to establish a dynasty and had his son consecrated to that end, following a Carolingian pattern. Offa's coinage and the brutal control evidenced by his charters back up this interpretation. Offa held assemblies of the bishops along with the archbishop of Canterbury, one of which passed a series of decrees and was attended by papal legates. He even proposed the setting up of an archbishopric at Lichfield to control part of the province of Canterbury and certainly deprived the Canterbury diocese of lands granted to it previously. The adoption of Carolingian models was probably also a factor. It is suggested that Offa planned to develop the royal vill at Tamworth on the lines of Aachen and possibly Beowulf was written in his reign as a tribute to him.

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 answers, but are not required. Candidates may well feel that the contribution of the monarchs is so crucial that no other possible explanation can begin to match it.

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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8 Account for the success of Viking incursions into Britain before 871.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates might point out that the Viking ship was a prime factor in their success, enabling them to arrive unseen, sail up the narrow creeks and estuaries of the English coast and wreak havoc. They had many skills and were able horsemen if they could seize horses. They had a clear aim – plunder and loot – and they were merciless in dealing with opposition. They would set up an armed encampment and raid from this base and return to its protection if an armed response was expected.

Equally, the English were not prepared to resist them. In some places the native British, still resentful of the Anglo-Saxon take-over, actually helped the Vikings. Kent was ready to pay them off. East Anglia gave them horses and hoped they would ride away. England had fractured again after the death of Offa so there was a lack of a unified campaign against them. Once they began to winter in England they simply built up their strength and their reputation went before them. Before 871 they sacked Winchester, marauded across Mercia, defeated the Northumbrians at York and killed Edmund, king of East Anglia. They were a truly formidable enemy.

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 answers, but are not required. Candidates may conclude that, although the English, up to the time of Alfred, were not very determined opponents of the Vikings, it is their innate strength and determination which is the chief explanation for their success.

AO3 [not applicable to Outlines]

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

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9 How well does Alfred deserve his historical reputation as ‘the Great’?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates have an opportunity here to make an argument strongly on one side or the other. The line that Alfred's reputation is undeserved depends largely on the view of him taken by Asser and the Anglo-Saxon Chronicle, being dictated by the king himself so that in a Churchillian manner he writes the history.

The alternative interpretation is easier to maintain, but lists of his achievements need to be explained to show why they are so important. It can be argued that he saved Wessex and thereby England from Danish conquest. He made defensive changes in the building of burhs which had a long term impact. His governmental methods and the use of the ealdormen foreshadowed the council of the witan. He understood the need for a king to look the part and to build worthy palaces, possibly influenced by the Carolingians. He saw the need to overcome the decay of learning and oversaw an outpouring of vernacular literature. Church reform, legal reform and the development of London as the capital all stemmed from Alfred.

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 answers, but are not required. Candidates should try to form a judgement but are likely to argue that Alfred certainly deserves his title as much from the range of his reforms and achievements as anything else. His originality could be questioned but the long lasting nature of much of what he did is likely to be viewed as a testament to his greatness.

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 Assess the political and religious importance of the reign of Edgar.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates should cover both aspects of the question, but not necessarily with the same amount of material. The reign of Edgar, 959–975, is quite short but, nevertheless, influential. He was known as the Peacemaker and his reign is notable for its unusual stability. After his death it was seen as a golden period. The peace was probably a result of his forthright nature but may also have been the outcome of his naval power, which was derived from a system whereby a ship had to be provided by a number of households. In 973 a number of princelings, perhaps from Ireland, did homage to him at Chester. In the same year he was crowned in an elaborate ceremony, probably based on continental models, which included the Biblical words of the proclamation of King Solomon, used in coronations ever since. He carried out legal reforms, ordering that decisions be communicated to the ealdormen to help in their judgements. The law was made by the verbal decree of the king but was also being written down and written evidence was beginning to be recognised as valid in land disputes. The vernacular continued to be the language of the law. Edgar also was responsible for the shire system and his boundaries remain largely unaltered. His coinage was admired and used as a sound currency all over Europe. In many aspects his reforms lasted until the Conquest and even beyond.

In religion, the church was reformed according to continental standards by the trio of Dunstan at Canterbury, Aethelwold of Winchester and Oswald of Worcester. Monasteries were purged of unworthy monks and foundations at Ely, Ramsey and Peterborough restored. The Regularis Concordia expanded the work of Benedict and manuscript illumination flourished at Winchester.

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 answers, but are not required. Candidates should try to judge how important these reforms were and may take the length of time they endured as one means of judging. The breadth of their impact could be another. They could place the reforms in the context of the period.

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 Why did a Danish dynasty establish itself so successfully in England after 1016, yet fail to survive beyond 1042?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may argue that the clue here lies in the personalities concerned. Swein invaded in 1012 and ravaged large parts of the country. Aethelred and Thorkell, his mercenary captain and himself from Scandinavia, did little to resist. For some years the response to Danish attacks had been to pay them off. After the death of Swein and the return of Aethelred, there was misfortune for the royal family in the death of Aethelstan and divisions at court between Edmund and Eadric Streona, the leading ealdorman. Finally Edmund died, leaving the way to the throne open to Cnut. The English were demoralised by the ferocity of Danish attacks and the disloyalty of many of the leading nobles to any cause but their own.

The Danes failed to hold on to the throne partly because of their tax and spend regime, but even more because when Cnut died there was a disputed succession between his sons from different marriages and the determination of his second wife, Emma, coupled with the death of Harold Harefoot which brought Harthacnut the crown. His was another reign of brutality, but he also allowed Edward, Emma's son by Aethelred, to return to England and so, on Harthacnut's death in 1042, Edward with the help of the most powerful of the thegns, Earl Godwine, was able to become king.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates may conclude that the Danish kings won and lost the throne through their own actions. They might consider that the ambitions and apparent total lack of any loyalty shown by the English aristocracy was another issue and that there was the odd wild card, in the shape of queen Emma, who had an impact. One factor seems certain: the English people played little part in these events, beyond paying taxes.

AO3 [not applicable to Outlines]

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

Page 16	Mark Scheme: Teachers' version	Syllabus	Paper
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12 How well judged were Harold Godwinson's actions in the years 1051–1066?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates will need to have some knowledge of Harold's actions and could analyse his role in the restoration of Godwine power in 1051–2, his expedition to Wales, along with his brother Tostig, his visit to Normandy and the swearing of the oath to William of Normandy, his exiling of Tostig, his decision to accept the crown in 1066 and the various moves he made in the Stamford Bridge and Hastings campaigns, among other 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 answers, but are not required. When it comes to a judgement about the wisdom of Harold's actions, candidates might feel he did what was best at the time. He needed to help his father regain power in 1052. If the Bayeux Tapestry is correct, he had little option in the oath swearing. Tostig was out of control and had to go. Harold had almost certainly been named as the next king by Edward. His decision to march north to face Tostig and Hardrada could be seen as the only way to look like a strong king and the decision to return to fight William can be viewed similarly. There is more debate about the 1066 actions than the previous ones.

AO3 [not applicable to Outlines]

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

Page 17	Mark Scheme: Teachers' version	Syllabus	Paper
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13 Account for William I's success in crushing opposition to his rule in England.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may put forward a variety of explanations which might include: the failure of the English to unite against William, his rapid take-over following Hastings and his occupation of London, the lack of a viable alternative ruler once the Atheling was tamed, his own energy in dealing with rebellions in the west and the north, marching his army across the Pennines to surprise rebels at Chester, his able supporters like Odo and Geoffrey of Coutances and the taxes which he imposed. But the main factor may be seen to be the harrying of the north, after which few would risk rebellion, and the building of castles at strategic points.

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 answers, but are not required. Candidates may conclude that William's own energy and determination are at the heart of his success, along with the reluctance of the English to make a concerted effort to overthrow him. A man who could make a causeway across the Fens to Ely in pursuit of Hereward was not to be taken lightly.

AO3 [not applicable to Outlines]

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

Page 18	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1a

14 Explain the problems faced by William II and Henry I in dealing with Normandy.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may take the view that the prime cause was that Normandy was left by William I to his eldest son Robert, as was the custom, while William received England and Henry cash. Robert was far from possessing the ability of his father and was manipulated by Norman barons, who would have preferred a single ruler for Normandy and England which would prevent the possibility of a conflict of interests. Robert also gave shelter to Edgar Atheling, a possible claimant to the English throne and his ineptitude led to the loss of Maine. Robert was absent on crusade when Henry I came to the throne. He tried to make a claim to England, but gave up his claims temporarily for a large payoff. Henry took the opportunity to deprive the Bellemes, Robert's main supporters, of their lands in England. He then, after more trouble from Robert, carried out what he described as a rescue package for Normandy, now in anarchy, and was victorious at Tinchebrai in 1106 and Robert was imprisoned. In later years Robert's son William Clito put his claim forward and was supported by the French king. This reflected the problem that Normandy, as a duchy rather than a kingdom, was held from the King of France. In the end Henry's son William did homage for Normandy.

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 answers, but are not required. Candidates are likely to conclude that it was the divided loyalties of the baronage and the position of Robert in Normandy which caused the problems, but that after 1102 the situation eased.

AO3 [not applicable to Outlines]

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

Page 19	Mark Scheme: Teachers' version	Syllabus	Paper
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15 The 'Lion of English Justice' or 'a king who preyed upon his people'. Which of these judgements better describes Henry I?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. For the first verdict evidence from Henry's legal reforms can be used. He did much to control and improve the justice meted out by the sheriffs and in particular sent out the justices in eyre to hear crown pleas and any civil matters brought before them. A typical session led to the hanging of 44 thieves. The justices also fined extensively, boosting royal revenues and demonstrating that everyone was subject to the king. Manor courts which did not impinge on royal rights continued as before. Actions between barons were to come before the king and he often charged large sums for judicial favours.

The second verdict might be borne out by the high level of feudal taxation, making Henry extremely wealthy with a total income of about £25,000 pa. His treasury at Winchester was an impressive sight. The development of the Exchequer helped in tax gathering. Wales and Scotland felt Henry's power and so did any barons he distrusted and some were deprived of their lands, which remained in royal hands or were given to more worthy recipients. Some barons complained about the rise of new men from unworthy backgrounds. But candidates could also argue that Henry provided peace, his relationship with the barons was largely good and he won their loyalty and the church flourished with much new building as described by Orderic Vitalis. 'No-one dared injure another in his time' wrote the Anglo-Saxon chronicler.

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 answers, but are not required. Candidates should try to reach a judgement about which description is the more valid and may argue that the peace of Henry's reign seemed like a golden age to those who lived through the anarchy under Stephen.

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, and with what results, did towns develop as centres of economic activity in the ninth and tenth centuries?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that political circumstances helped the development of towns. Alfred's burhs had trading as well as defensive functions and were designed to be markets and eventually mints. The burghal hidage makes it clear that some were new foundations on sites chosen for trade and defence. Laws stipulated that trade was to take place in towns and the prosperity of trade was a boost for Anglo-Saxon kings. Some towns developed because of their geographical position, particularly those on navigable rivers which could be ports, such as Norwich, which was also a centre for pottery manufacture, and York. Coastal ports were mostly post-conquest. Viking trading activities stimulated urban development. The results were that such towns flourished and were often made seats of local government and perhaps bishoprics – Norwich is a case in point. Towns like Winchester became centres of craftsmen. York developed rapidly after Scandinavian settlement there, with churches being built and defences repaired. Archaeological evidence shows that wood and metal workers, textile workers and those skilled in bone and antler work as well as jewellers were all functioning in York in the tenth century. Merchants trading in London came from all over France and Germany, including in the winter, a time of year when even Viking raiders tended to rest. However, this may have had disadvantages as foreign merchants struck by the wealth on display informed their friends who were keener on raiding than trading.

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 answers, but are not required. Candidates may use a variety of examples from different towns to illustrate their arguments and may conclude that the economic development of the time is impressive, given the political instability of some of the period.

AO3 [not applicable to Outlines]

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

Page 21	Mark Scheme: Teachers' version	Syllabus	Paper
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17 'Little more than high-ranking war leaders.' How accurate is this view of the role of Anglo-Saxon kings in the period c. 450–c. 800?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates can draw examples from across the period. Answers should not be concentrated on a narrow part of the period but need not cover the whole 350 years. Candidates may argue that a vital role for a king was leadership in war and the successful rulers all won victories. Bede's list of the Bretwaldas shows this clearly. Kings needed to win wars to obtain the booty they required to reward their followers. They often were nobles who won the crown in battle from the previous wearer and they needed to consult with their high-ranking nobles about policy.

But kings had other functions. Their part in the conversion of their kingdoms to Christianity was an essential one and many made substantial gifts to the church, without which little would have been achieved. The monasteries at Monkwearmouth and Jarrow are just one example. They built great halls as at Yeavering or defences as in Offa's Dyke. They were administrators and lawgivers and felt some responsibility for their subjects.

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 answers, but are not required. Candidates may conclude that the non-military features of royal life are more extensive, but that in the end it was a king's ability to win wars that was his most important characteristic.

AO3 [not applicable to Outlines]

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

Page 22	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1a

18 Assess the importance of links between England and continental Europe in the seventh and eighth centuries.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might point out that many of the links arose from church matters. Archbishops came regularly from Rome, or travelled there to receive the pallium. Noblemen like Benedict Biscop went there several times and brought back books and Roman customs to enlighten Northumbrian monasteries. Wilfred similarly visited Rome. Boniface and Willibrord took the message from Northumbria to the Germans. Alcuin went from York to Charlemagne's court. There were some links between rulers, for example Offa and Charlemagne and some Carolingian influence on kings in England. There was also trade, evidenced by the Sutton Hoo burial and other sites. One link that does not seem to have occurred often was marriage between English and European ruling families.

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 answers, but are not required. Candidates may try to suggest how important such links were and may conclude that for the ordinary person it was trade that had the greatest impact on their lives as the ecclesiastical contacts were more a matter for the wealthier and more educated classes.

AO3 [not applicable to Outlines]

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

Page 23	Mark Scheme: Teachers' version	Syllabus	Paper
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19 How significantly was economic and social life in Britain affected by Scandinavian raids and settlement?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might indicate that early Viking raids had a serious effect on those who suffered them but that they were relatively sporadic and intervals passed between them. The next wave of attacks where the Vikings began to set up winter bases were damaging in that the aim of the attacks was to seize movable wealth such as coins, precious objects and men who could be sold as slaves. They were aristocratic warriors in small bands – about 30 men per ship, but when fleets of over 200 ships arrived their impact was much greater.

When Vikings began to settle they could have beneficial effects in the development of trade. But the social impact was huge. Kings and bishops were killed, libraries were dispersed. Peasants found they had new neighbours and often new lords with different languages and culture. Their influence on the Danelaw, still apparent in many place names, was strong.

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 answers, but are not required. Candidates should try to form a judgement about how much difference the Danes made and may conclude that there was a large effect at times over much of the country, extending into Scotland. How long this lasted is harder to estimate.

AO3 [not applicable to Outlines]

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

Page 24	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	1a

20 How considerable were the architectural, artistic and intellectual achievements of late Anglo-Saxon England?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might indicate that with the revival of monasticism there were developments in church architecture. Westminster Abbey was one of the largest churches built in northern Europe in this period. But as the Conquest led to the replacement of many Anglo-Saxon churches by Norman buildings, evidence is not very extensive. Artistically there was a flowering in many genres. Dunstan and Aethelwold inspired the production of manuscripts, the Winchester school, charters were decorated, copies of the *Regularis Concordia* were illustrated. There was work in bronze, bronze-gilt and brass. Anglo-Saxon ivories, using walrus ivory, have many depictions of the crucifixion. Mastery of calligraphy was another Anglo-Saxon talent. The very extent and breadth of the work, some based on continental and some using more English traditions, is of significance. The Exeter book of poetry attests to the literary achievements, the Anglo-Saxon Chronicle is unique in Europe and Aelfric wrote on a wide variety of subjects.

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 answers, but are not required. Candidates should try to give some indication of significance by examining the output in a European context or by comparing it with earlier periods which were prolific artistically.

AO3 [not applicable to Outlines]

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

Page 25	Mark Scheme: Teachers' version	Syllabus	Paper
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21 Both sophisticated and effective.' Discuss the accuracy of this description of the legal and government structures of late Anglo-Saxon England.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates are likely to argue that the government structure with the king and his ealdormen forming the witan worked reasonably well. The danger lay in any one person, such as Harold Godwinson, taking over. The earls were often given control of large areas of England and if disloyal could expect dismissal, punishment and probably death. One of the other problems was the dynastic insecurity where the succession to the throne was not laid down. The threat of renewed Danish invasions helped to encourage the thegns to remain reasonably united. There was the beginning of the replacement of verbal conveyance of instructions with written and sealed orders.

The legal system was largely that established under Alfred, which was grounded on the oath of an oath-worthy man. Powers of law enforcement were not strong and for murder the dependence on the wergild obviated a tendency to vendetta. Alfred drew up an extensive legal code, but his judgements were not always written down. Later Wulfstan tried to apply the laws of God to human society.

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

AO3 [not applicable to Outlines]

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

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Section 5: 1135–1272

22 Why were neither King Stephen nor his opponents able to achieve outright victory?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates will need to demonstrate understanding of a variety of factors. They may suggest that the support enjoyed by each side was relatively evenly matched and that neither was able to get the upper hand. Each lost opportunities to win outright, Matilda by her behaviour after the battle of Lincoln and her alienation of London and Stephen by his chivalry early in the war. Matilda's escape from Oxford weakened what had been a strong position for Stephen. The advances in castle fortification meant that sieges were prolonged and difficult. The emergence of Henry of Anjou in the later stages of the war diminished Stephen's chances of total victory. The attitudes of some of the barons were important too. Robert of Gloucester kept Matilda's cause alive and the desertion of Stephen by Ranulf of Chester was another key event. The marauding of wild cards like Geoffrey de Mandeville contributed to the problems. London was on Stephen's side, making it hard to defeat him. In the final stages of the fighting, general war weariness and the deaths of some combatants and the withdrawal of Matilda all led to the acceptance of a peace which acknowledged neither side had won outright.

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 answers, but are not required. The question does not ask candidates to decide which were the more important explanations but they are likely to see the inability of either side to dominate for any length of time as a prime factor.

AO3 [not applicable to Outlines]

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

Page 27	Mark Scheme: Teachers' version	Syllabus	Paper
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23 Explain the motives underlying Henry II's legal and administrative reforms.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates will need to demonstrate understanding of a variety of motives. They may refer to the situation which Henry II inherited, after a period of civil war, where rights to land could be disputed and the need to have such matters resolved quickly. The petty assizes allowed cases involving the recovery of seisin to be dealt with quickly, while the grand assize dealt with the more protracted issue of the ultimate right to land. In criminal cases Henry's prime aim was probably deterrence, since he had no law enforcement body at his disposal. His aims with regard to bringing churchman more fully under his jurisdiction could be seen as concerned with the extension of his power over all his subjects and perhaps some winning of popular support. Administratively he also intended, it could be argued, to restore the orderly situation prevalent under Henry I. He needed money and so required tax gathering mechanisms and he needed a flexible administration since he did not set up a bureaucratic system.

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 answers, but are not required. The question does not ask candidates to decide which motive mattered most, but they are likely to argue that the breakdown in law and order under Stephen was the prime motivator along with Henry's determination to revive the golden days of his grandfather.

AO3 [not applicable to Outlines]

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

Page 28	Mark Scheme: Teachers' version	Syllabus	Paper
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24 How much damage did the English crown experience during the reign of Richard I?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. The debate here is likely to lie between the view that England was seriously damaged and the repercussions felt in the reign of King John, as opposed to the view that the system put in place by Henry II was strong enough to function without the presence of the king. The legend of Robin Hood could be mentioned as supporting the first view to an extent. The ability of the English economy to meet the ransom demand for Richard could be cited and the talents of Hubert Walter, left in charge in Richard's absence. The rapidity and ease with which Richard took up the reins of power again on his release by the Emperor could be further evidence. His victories over Philip of France strengthened his crown.

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 answers, but are not required. Candidates are asked to make a judgement and should attempt a decision about whether the crown was or was not weakened.

AO3 [not applicable to Outlines]

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

Page 29	Mark Scheme: Teachers' version	Syllabus	Paper
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25 To what extent were the events of 1258–65 a response to Henry III's failings as king?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. One view could be that Henry III's rule was needlessly provocative to English barons as he relied heavily on Poitevins in his household and, after his marriage, on the Savoyard and Provençal relations of his wife. The breakdown of law and order in 1232 had given Henry this opportunity. His barons feared he was aiming at absolute power, which his emphasis on divine right seemed to support. His promotion of the arts and rebuilding of Westminster Abbey gave visual expression to his view of kingship and further alarmed the nobility. His Sicilian venture seemed rash in the extreme and, by uniting his enemies against him, left him in an isolated and exposed position.

Alternatively, Henry III can be seen in a European context as attempting no more than contemporary monarchs. The barons who brought him down had their own ambitions and had also learned from the way the opposition to King John had been outmanoeuvred. The role of Simon de Montfort was crucial. It was also a period of economic discontent, so factors stacked up against Henry.

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 answers, but are not required. Candidates are asked to come to a view about Henry's personal responsibility and may argue that despite his perceived failings, in the end Henry III and his son defeated the baronial pretensions.

AO3 [not applicable to Outlines]

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

Page 30	Mark Scheme: Teachers' version	Syllabus	Paper
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26 How effectively did the kings of England deal with the problems facing them in Wales and the Marches in the twelfth and early-thirteenth centuries?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might point out that the main problem facing English kings in Wales was that the Welsh did not want to acknowledge their rule. The problem became more difficult when kings had other concerns, generally in France, and the Welsh eventually made contact with French kings. English rulers had varying degrees of success. When they could, they exploited the very common divisions in the Welsh leadership, where brothers often fell out in the competition for power. Welsh princes were adept at changing sides to gain advantage and some of their leaders like Owain and Llywelyn were men of some ability. The English kings used loyal barons like the Clares and Braose to keep order on the marches. Henry I was able to exploit the upheaval in Wales after Owain seduced Nest, the wife of one of his castellans. Henry II secured south Wales once he became concerned with advances in Ireland.

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 answers, but are not required. Candidates may conclude that when they had time and opportunity most English kings dealt successfully in Wales, King John campaigning there most years and William Marshal safeguarding his own interests there on the death of John. However, under Stephen Wales was virtually abandoned and Henry II suffered one of his rare defeats in Wales. At the deaths of both Henry I and Henry II there were revolts once the strong hand was removed.

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 'He had all the qualities required of a successful medieval monarch.' How accurate is this judgement on Edward I?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might define the qualities needed by a medieval king such as military prowess, the ability to retain the respect and loyalty of the magnates and some administrative control. Most views would agree that Edward enjoyed military success and at his death contemporaries were warm in their praise of this aspect of his rule. Edward subjugated Wales and the great Edwardian castles are testament to his achievement. He appeared to have been successful in Scotland. In his day notions of national independence had little meaning. With regard to his relations with the barons, this is a more mixed picture and the resistance to the *quo warranto* proceedings and the refusal of some lords to undertake service overseas indicate Edward was pushing too far and too hard. His administrative grasp was exceptional and he recognised the need for the rule of law as made in parliament.

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 answers, but are not required. Candidates seem likely to conclude that Edward was well suited to rule at the time and his reputation, while somewhat dimmed in modern views by examples of atrocities, remains high, especially in comparison with his son, who clearly was not so suited.

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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28 Why was Edward II deposed in 1327 and not sooner?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that the conditions prevailing in 1327 had not existed previously. The alliance of Isabella and Mortimer with other malcontents and the fact that Isabella was allowed to go to France and take the heir with her all meant she was quite secure and also she had the support of her father. The power of the Despensers was a greater threat than Gaveston had ever been. The previous examples of resistance in England had not been united. The putting to death of Gaveston divided the lords in 1311 and the French king supported Edward. The failure at Bannockburn was blamed on the opposition. Thomas of Lancaster was not especially successful in government. Edward was able to rebuild support and attack, focusing on figures like Bartholemew Badlesmere. His victory at Boroughbridge made him safe, for the time being.

Other general factors might include the reluctance of the medieval noble to go against his lawful lord, so that a build up of grievances was necessary before embarking on what looked like treasonable conspiracy.

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 answers, but are not required. Candidates may well try to assess which of the factors had the greater impact and might conclude that the Despensers are the catalyst – they enabled Edward to revive his position and they aroused so much hatred it led to his deposition.

AO3 [not applicable to Outlines]

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

Page 33	Mark Scheme: Teachers' version	Syllabus	Paper
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29 Explain the reasons for the outbreak of war between England and France in 1337.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might point out that after the loss of his French lands by King John, the English had been lukewarm and ineffective in continental campaigns. One of the issues was Gascony, over which there had been disputes in the past, focusing on French claims that English kings owed them homage for Gascony. Receipts from Gascony and the wine trade meant it was worth fighting for. The English resented French diplomatic activity in Scotland – the forging of the auld alliance and the French felt the same about English intervention in Flanders. Control over the English Channel was another cause of disagreement. The English gave shelter to Robert of Artois, an enemy of Philip VI and this led to the confiscation of Gascony. Finally, the English came up with the claim to the French throne, which gave Edward status equal to that of Philip and made him look less like a rebellious vassal.

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 answers, but are not required. Candidates may try to suggest which cause had the most impact but could argue that, as with feudal obligations, the causes were an entwined web, that neither king was totally secure at home and so welcomed a diversion and that Edward was personally enthusiastic at the prospect.

AO3 [not applicable to Outlines]

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

Page 34	Mark Scheme: Teachers' version	Syllabus	Paper
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30 'Far more than a successful military leader.' Discuss this view of Edward III.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might indicate some areas where Edward enjoyed success, apart from the war with France. These could include his raising of the necessary finance for the war. Here Edward profited from his early errors and avoided arousing opposition over taxation. Parliament generally acceded to his wishes. After his quarrel with archbishop Stratford, he chose his ministers with care and Edington and Thoresby rewarded his trust with loyal and diligent service. He passed statutes to limit the power of the papacy and to define treason. He tried to foster trade and stabilise the currency.

But candidates may also point to the decline in the later years of the reign, the heavy costs of war in that period, the Good Parliament and its complaints, the influence of Alice Perrers and a corrupt court to argue that in the last resort Edward's reputation rests on his military achievements.

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 answers, but are not required. Candidates should try to form a judgement as to whether the statement is justified, but may suggest that much depends on how Edward is judged – for the whole of his reign or for his most lasting impact. The cultural output could be quoted, if not directly credited to Edward, then arising from a favourable outlook. The demographic disasters can hardly be blamed on the king!

AO3 [not applicable to Outlines]

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

Page 35	Mark Scheme: Teachers' version	Syllabus	Paper
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31 Why was the reign of Richard II so troubled?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might indicate that much of the fault lies with Richard himself. His use of favourites like Oxford led to a breach with other groups in the nobility and to an increasingly bad relationship with John of Gaunt. His heavy taxation for wars which did not happen annoyed Parliament. But it was his perception of kingship as a sacred trust from God to the person of the monarch which may be seen as the prime cause of his troubles, since this idea entrusted the king with the duty of enforcing God's will on his people. In the later part of his reign it was his determination to bring down the leaders of the Lords Appellant which frightened the nobility as their lands and power were proved to be vulnerable to the overarching might of the king.

The alternative view might be that the baronage was not without blame. They had exercised power during the minority and not with marked success. The Lords Appellant were partly defending their own power and position and their ruthless procedures, such as the execution of Burley, roused Richard's ire.

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 answers, but are not required. Candidates should try to form a judgement as to whether Richard or his nobles were the main cause and may find that it is hard to escape the conclusion that Richard's efforts to bring in a new kind of kingship were before their time and the chief cause of trouble.

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 Assess the validity of the view that, as his reign progressed, so Henry IV's grip on the throne became more secure.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates are likely to argue that the continued existence of the previous king was a threat to Henry IV. Even after Richard's death in 1400, impostors appeared. The impact of the events of 1399 was not quickly overcome. The Counter-Appellants, now out of favour, plotted against him and Hotspur's revolt followed soon after. Heavy taxation, since the crown was virtually bankrupt, led to complaints in parliament. This situation eased with the building up of a Lancastrian affinity, which dominated the north after Henry's victory at Shrewsbury in 1403. As his sons grew to majority and he recruited servants like Henry Beaufort, Henry was stronger in government and in 1406 Parliament established a council with financial controls after Henry suffered a stroke. This was effective under the leadership of archbishop Arundel. The only possible threat came from the Prince of Wales, who was impatient for the crown.

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 answers, but are not required. Candidates are likely to concur with the judgement as the threats to Henry's security diminished with the passing of time as the memory of how he had come by his throne became more distant.

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 37	Mark Scheme: Teachers' version	Syllabus	Paper
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33 Account for the remarkable success of Henry V's policy of war against France.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to a range of explanations. One of the chief ones may be the tenacity and skill of the king himself. Henry saw his expedition to France in religious terms. He avoided the outworn fighting methods of the past and landed at Harfleur rather than Calais and advanced by sieges not by ravaging the country. His tactics at Agincourt showed his adaptability and cool-headedness in a crisis.

But there were helpful circumstances as well. The French king was incapable. France was riven by the Burgundian-Armagnac feud and the murder of John the Fearless worsened this hostility. Henry's proposal that he should marry Charles' daughter and become the heir to France took the French by surprise and since the Dauphin was tainted by his murderous past, they accepted it. Henry had an ally in the Emperor. There was support for the war in England and Henry was careful to avoid the ruinous taxation which had hindered previous efforts.

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 answers, but are not required. The question does not ask candidates to decide which factor mattered most, but they are likely to argue that Henry was the prime mover.

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 38	Mark Scheme: Teachers' version	Syllabus	Paper
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34 Assess the accuracy of the view that the rebellion of Owain Glyndwr 'represented a clear expression of Welsh nationalism'.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. The debate here is likely to lie between the view that Owain's rebellion was a nationalist movement and the alternative argument that not all the Welsh princes joined him and that the revolt followed the usual pattern. The revolt covered a large area of Wales, it led to the calling of a Welsh parliament as Owain strove to equip his principality with an administration. There were overtures to the Pope for St David's to become an archbishopric and two Welsh universities were set up. Owain made an alliance with France. Many of those who had formerly accepted English rule reverted to the nationalist cause.

But the revolt was resisted by some, notably Dafydd Gam. It was also part of the wider opposition to Henry IV with Mortimer and Percy backing. In the aftermath of the revolt the Welsh were able to enlist in the army in distinctive companies and this helped in reconciliation. Trade across the border flourished. This suggests that nationalist feeling may not have been that deep rooted.

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 answers, but are not required. Candidates are asked to make a judgement and should attempt a decision about the extent of Welsh nationalism. They might conclude that it was strong when Owain was winning but diminished as soon as his cause was under threat.

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 39	Mark Scheme: Teachers' version	Syllabus	Paper
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35 How far was Henry VI personally responsible for the outbreak of civil strife in England in 1455 and its continuation to 1461?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. One view could be that Henry VI was indeed to blame. His preference for prayer over soldiering, his extravagance, his favouritism and his reckless granting away of the royal demesne are all factors. His peace policy aroused baronial ire. His promotion of Somerset led York to be apprehensive about the future. His bouts of insanity opened up problems over the regency.

Other factors in 1455 included the ambitions of Richard of York and his alliance with the powerful Nevilles which allowed him to vent them and his fear of being replaced as heir presumptive. The continuation of the unrest is perhaps less to be blamed on the king, who was, by then, hardly capable. An element of blood feud was apparent after St Albans. York became more ready to consider claiming the crown after his realisation that any power he held as protector would not be permanent. Margaret of Anjou was a tenacious defender of her son's rights after his birth in 1453 and her vindictiveness at the Coventry parliament and after the battle of Wakefield hardened attitudes. The earl of Warwick, a brooding presence at Calais, made his contribution.

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 answers, but are not required. Candidates are asked to come to a view about Henry's personal responsibility and may argue that he was largely responsible for the initiation of civil strife but less culpable for its continuation.

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 40	Mark Scheme: Teachers' version	Syllabus	Paper
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36 'An influence for stability rather than a cause of disorder.' Assess this view of the English nobility in the period c. 1399–c. 1450.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that, given the number of the nobility and their varied careers, it is not simple to generalise about their role. Examples can be found to support both descriptions. The nobles were used frequently by monarchs to help in administration and parts of the country, such as Wales and the north, were largely governed by them. John, Duke of Bedford, was an exemplary regent when Henry V was in France. Thus nobles were a stable influence. For many nobles it was in their interests to be loyal crown servants and reap the rewards that flowed to them.

There are examples of nobles causing disorder. Henry IV and his son faced noble rebellions and Henry IV needed to defeat these at Shrewsbury while the plot against Henry V in 1415 was betrayed to him and the perpetrators duly punished. The stronger evidence comes from the reign of Henry VI, when nobles, such as Gloucester in the regency sought power for themselves and this built up resentment. Thus, even though they aspired to stability, disorder was a common outcome. The Duke of Suffolk and the Duke of Somerset could also be referenced and the tensions their government caused with other nobles. Candidates are likely to adopt a chronological approach and should provide evidence from across the period.

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 answers, but are not required. Candidates could argue that the peaceful contribution of the nobles is overshadowed by the resort to disorder. The fifteenth-century nobleman was touchy and easily aroused if he felt slighted or threatened and so disorder, especially under a weak king, was always close at hand.

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 8: 1461–1547

37 How well does Richard III deserve his unfavourable historical reputation?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates are very likely to refer to the work of William Shakespeare in building up an unfavourable picture of Richard. They may also mention the usurpation as a betrayal of Edward's trust in Richard, infanticide, illegal executions of men like Hastings, wife-poisoning and errors of government in 1483–85. Richard alienated much of the nobility in a very short period, so much so that key members deserted him or held back in the crucial battle at Bosworth.

On the plus side, Richard was an experienced and successful military commander, instrumental in defeating the Scots and capturing Berwick. He kept order for Edward in the north. He has some reputation as a patron of monastic institutions and religious authors. He could be said to have been unlucky at Bosworth against an inexperienced Henry Tudor.

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 answers, but are not required. Candidates seem likely to conclude that Richard did not gain his reputation solely because of the eagerness of the Tudors to traduce him and that the way he usurped the crown, whether or not this included killing his nephews, was enough to condemn him. His defeat at Bosworth settled his reputation.

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 42	Mark Scheme: Teachers' version	Syllabus	Paper
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38 Assess the strengths and weaknesses of the Scottish monarchy under James IV and James V.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that the strengths include an undisputed succession, an alliance with France, an increase in monarchical power at the expense of some over-ambitious nobles and financial stability.

Alternatively, the repeated doomed ventures into war with England were a weakness, with both rulers dying in the consequence and many nobles perishing or being taken captive as well. The situation in 1542, where Scotland was exposed to the 'rough wooing', was dangerous.

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 answers, but are not required. Candidates should try to balance up the two sides of the argument and may well conclude that the achievements were outweighed by the disasters at the end of the period.

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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39 How successful was Henry VII in restoring domestic stability to the kingdom of England?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates might suggest that Henry was very successful and that his reign is a strong contrast with the preceding period. They might cite his financial security and his means of increasing his income as the pivot on which stability depended. His policies to curb the overmighty subjects and his attempts to improve law and order could be other instances of his success. His maintaining much of the administration of the Yorkists but supervising it and strengthening its efficiency was another area of success.

Alternatively, candidates could argue that the early part of his reign, when the pretenders posed a threat, was less secure and that the problems over the succession after the deaths of Arthur and Elizabeth of York overshadowed his later years. There is a suggestion that Henry's financial exaction could have led to real resistance, had he lived longer, and the execution of Empson and Dudley in the next reign underlines this view.

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 answers, but are not required. Candidates should attempt some measure of Henry's success. They might point to the painless succession of Henry VIII in 1509 as a symbol of the stability achieved by Henry VII and to the council bequeathed to the younger Henry.

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 44	Mark Scheme: Teachers' version	Syllabus	Paper
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40 Discuss the judgement that the Henrician Reformation (c. 1529–47) was driven entirely by dynastic and financial considerations.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that the statement has much to commend it and also that it depends to an extent on who is seen as being the driver. Henry himself was certainly determined to obtain a male heir as he feared for the future of his dynasty. This underpins the divorce and the consequent break with Rome. Cromwell's dissolution of the monasteries had financial motives – he reputedly promised to make Henry the richest king in Christendom and the outcome supports this interpretation.

But other motives could be discerned. Henry may have been influenced by the Lutheran tendencies of Anne Boleyn and her circle. He may have been attracted by the idea that an English king was the complete master of his realm. There was popularity to be gained in attacks on the power of the church and its hierarchy. Cromwell had less mercenary motives for promoting the vernacular Bible or his Injunctions. Cranmer also was hopeful of reforms and tried to move Henry in that direction. In his latter years Henry was more concerned about maintaining a stable throne for his son and adapted his religious policies accordingly, almost pleading for religious unity in his last parliament.

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 answers, but are not required. Candidates should try to form a judgement as to whether the statement is justified, but may suggest that different priorities drove the Reformation at different times. Dynastic issues were largely solved by the 1540s and the finances of the crown were secure until Henry squandered his gains on wasteful warfare, so there was bound to be some redirection of his aims.

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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41 How consistent were the objectives of the kings of England in their policies towards foreign rulers in the period 1471–1509?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might consider that there is a good deal of consistency. Both kings wanted to curb French power and so hostility to France persisted. Their aims were pursued in that Edward IV and Henry VII both mounted invasions, although neither amounted to much and each king was bought off by his French counterpart and a truce followed. Both encouraged enemies of the French in Burgundy and Brittany, but not with marked success. Both rulers wanted to promote trade, and made links with several fellow rulers on terms which became increasingly favourable to England as English confidence grew. Both aimed to be on good terms with the Pope. Neither was eager to wage war on other monarchs for its own sake. Both aimed for dynastic alliances. Here Henry VII was the more successful.

The differences came from the changing circumstances in both England and Europe. Edward IV was content to concentrate on rebuilding his power at home and the death of Charles of Burgundy led to European powers being preoccupied. The emergence of a more formidable Spain and the issue of the pretenders meant Henry VII had new concerns and his aim was to use foreign policy to help to maintain his own position and to make an alliance with a prime European dynasty.

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 answers, but are not required. Candidates should try to form a judgement about the degree of consistency and may conclude that the constant features of English foreign policy at this time, involving preservation of the English state from foreign invasion, were as marked in this period as in many 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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Section 9: Themes c. 1066–1547

42 How far did the pattern of English foreign and domestic trade change in the period c. 1066–c. 1350?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that the basic patterns were not much changed but that there was steady development. Some of these might include the greater number of markets established so that many people were within reach of one. Richard I, when raising money for his crusade, sold towns the right to hold a market and thus collect dues. Similarly fairs were increasing in number and some like St Giles' Fair at Winchester and St Ives Fair became international. A bridge building programme improved road transport, although carriage by water remained cheaper and often faster. New ports were opened especially on the east coast at Lynn, Boston and Newcastle, taking advantage of the growing wealth of Flanders. Wool went out and wine and other goods came in. Some patterns of trade remained the same, from the South-West to western France and from Bristol and Chester to Ireland. Some changes arose from the loss of the French lands under John as Gascony became the main source of wine imports. Internal trade in salt developed. The main trading commodity became and remained textile products.

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 answers, but are not required. Candidates may feel that the main change lay in quantity rather than aspects of trade and that it was political demands that drove much of the change that did occur.

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 What issues were at stake in the disputes between the crown and the leaders of the English Church in the period 1087–1216?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that the root of the disputes was who had the greater power, the king or the church? One of the main aspects in this period concerned appointments to the higher clergy, which kings felt were their prerogative as they used bishops very much as royal administrators. Henry I, Henry II and King John were all vigorous defenders of this right as they saw it. Other issues were support of rival popes, as in the case of Anselm and William II, the matter of investiture for Henry I and Anselm, the rights of the see of Canterbury and the matter of criminous clerks, for Henry II and Becket and the role of the pope in appointments for King John and Innocent III. Candidates are likely to suggest why these matters were so important to both rulers and church leaders.

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 answers, but are not required. Candidates may indicate how these issues were settled, noting the general readiness of kings to compromise in order to keep the church on side and, at times, to allow them to move on to more important concerns. The exceptions come with Henry II, and there is a view that it was Becket who was obstinate and pursued his case relentlessly and with John who came up against a strong and determined pope, but did not really care until there was a chance he might lose his throne.

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 Assess the impact of plague upon the society and economy of fourteenth and fifteenth-century Britain.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that the main effect was to reduce the population to about 2.3 million, where it stagnated for most of this period. The other results all stemmed from this. The loss of labourers led to a surplus of cultivated land and of livestock. More marginal fields went out of cultivation, with higher yields as a result. Peasant incomes rose accompanied by a better diet, notably the eating of more meat and fish and better housing. Famine in the 1370s caused high grain prices, but once these stabilised real wages increased considerably. For the landowners profits fell and there was a labour shortage. Some switched to sheep farming as less labour intensive. A few villages were abandoned. The rise in wages was checked by the Statute of Labourers which, in turn, along with the Poll Tax, caused the Peasants' Revolt. This showed the landlords that economic change was essential and led to the end of labour service, greater mobility of labour and the leasing out of demesne lands, which had previously been farmed directly by the owner. Some peasants became very prosperous, one of the best known examples being Clement Paston, founder of the family fortunes.

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 answers, but are not required. Candidates may suggest that the changes are extensive with the break up of the lord and peasant relationship based on service, which had dominated since the Conquest. The story was not all good, as political conditions in the fifteenth century made life for the lower classes difficult if they lived in areas affected by civil strife.

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 Account for London's dominance among English towns in the fifteenth century.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. The reasons largely stem from the dominance of London in trade, government, the law, population and wealth. This was nothing new. Other towns which had been prominent, like Norwich, were in decline as patterns of trade altered and ports like Bristol were yet to become as important as they would be when Atlantic trade developed.

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 answers, but are not required. Candidates may well try to assess which of the factors had the greater impact, but may equally consider that all contributed. The fact that the seat of government was in London and now settled there may be seen as the key factor.

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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46 How significant a role did women play in social and economic life in either the thirteenth and fourteenth centuries or the fifteenth century?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates can consider the role of women in the agrarian economy, where their labour was often crucial but they were denied supervisory roles. They may be able to quote examples of women who were successful in business or who, like Margery Kempe, found it difficult to prosper. Upper class women in both periods could be left to run estates, more so in the foreign and civil wars of the fifteenth century, and the Paston letters could be used to illustrate their important contribution. Candidates might refer to the paucity of source material to help reach an informed judgement.

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 answers, but are not required. Candidates should try to form a judgement but it may be quite general, along the lines that women had an important part to play but that it was not always publicly acknowledged. Some powerful females might be utilised in the argument.

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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47 Assess the accuracy of the view that by c. 1529 the late-medieval English church was 'ripe for reform'.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates can discuss various aspects of the late medieval Church such as the state of the religious houses, the criticisms of priests and bishops, the spurt in church building, the increase in personal spiritual resources, the impact of printing, the influence of reformers like Erasmus and Luther and attitudes to the Papacy.

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 answers, but are not required. The debate is a well known one. There is the view that the Church was corrupt and staffed by ambitious prelates, leading immoral lives, while monks and nuns frolicked unrestrained by episcopal visitations. Priests were ignorant and preoccupied with sex and money. The alternative is that the laity were generally content with the rituals and folk religion of the church and that the pious expressed themselves in supporting churches financially and in private religious practice. Any conclusion can be reached as long as it is 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.