

MARK SCHEME for the May/June 2013 series

9769 HISTORY

9769/11

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

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

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

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

Introduction

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

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

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

Page 3	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

Band 1: 25–30

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

Band 2: 19–24

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

Band 3: 13–18

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

Page 4	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

Band 4: 7–12

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

Band 5: 0–6

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

Page 5	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

Section 1: c.300–663

1 How is the prosperity of Roman Britain in the first half of the fourth century 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 could refer to the economic changes of the third century which had considerable impact on the fourth. Much of the archaeological evidence may come from pottery which provides the most common finds. This economic development concerned the lower classes but there was also a growing wealthy and Romanised elite who led a demand for luxury goods and so stimulated production. Their vast and well-ordered villas are the chief source of evidence as at Woodchester and Chedworth. Small towns were becoming centres of commerce and production and agriculture flourished too.

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 the main explanations are all economic, which is what the question indicates. Between the various factors candidates could argue that basic commodities like pottery, produced in vast amount and sold largely within Britain, were the foundation of prosperity as so many of the Romano-British people were involved. The demands of the wealthy for mosaics, wall paintings, silver plate and jewellery were met by high-end craftsmen but the amount, however expensive the individual item, could not fuel general prosperity. The growth of small towns, often centred round some form of production such as mining, was important as they ensured the exchange of goods which generated wealth and became a major factor in the prosperity of the time. The rich landowners were investing in land, trying new farming methods and increasing production of wheat and spelt. Their efforts certainly contributed to prosperity, but were more the result of economic advance than its cause.

AO3 [Not applicable to Outlines]

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

Page 6	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

2 How widespread were Anglo-Saxon settlements by 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 could consider the different geographical areas of the country to assess where settlements were to be found. These could include Kent, Sussex, Wessex, Essex and East Anglia in the south and Deira and Bernicia north of the Humber.

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 could conclude that the evidence does suggest that the Anglo-Saxons had penetrated quite considerably by 600. In Kent they seem to have settled in well and when St Augustine arrived in Canterbury he found an established town and a king in permanent residence. In Sussex a kingdom was in place soon after 500 under the sons of Aelle, after an initial landing of three boatloads of Saxons. In Wessex Cerdic founded the royal line and he and his descendants defeated British rulers frequently. Essex was slower to become Christian and less is known about its early history. East Anglia was more settled and the Sutton Hoo ship burial, although a little after 600, testifies to this. In the north settlement was slower and in 600 Aethelfrith had just emerged as the dominant ruler of the region, suggesting Anglo-Saxon influence had triumphed. Candidates might point out that the evidence for this period is patchy and much comes from Gildas and Nennius and then from Bede and the early Anglo-Saxon Chronicle and is rather selective. They could add that the settlements had not penetrated into the west or Wales to much extent.

AO3 [Not applicable to Outlines]

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

Page 7	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

3 How far did the development of the kingdoms of southern England and East Anglia in this period depend on the qualities of their rulers?

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 refer to the kingdoms of Kent, East Anglia and perhaps Sussex. They may use as examples of able monarchs, Aethelbert, Raedwald and Aelle. Aspects of kingship such as law and order, the influence of Christianity, the role of the nobility and the nature of government could be considered.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates could argue that the nature of Anglo-Saxon society was such that leadership was crucial. The conversion to Christianity and its reversal at times, depended on the attitudes of the kings. Kings issued laws which governed their people with Aethelbert as the prime example. Able rulers could accumulate great wealth, as the Sutton Hoo burial reveals, and thus control the loyalty of their followers. Alternatively the rulers did not have absolute control and needed to keep - the important thanes on board and heed their advice as Bede makes clear. Some may also have been subject in some ways to the Franks and developments were influenced by foreign input. The church too had a role to play. Candidates are likely to conclude that the rulers were the key factor, but they may also consider that the scanty evidence, much coming from a later period and written, as with Bede or the Anglo Saxon Chronicle for specific purposes, makes it hard to draw reliable conclusions. Even the exact number and extent of the kingdoms is uncertain.

AO3 [Not applicable to Outlines]

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

Page 8	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

4 To what extent did the kings of Northumbria derive their power from the support of the church?

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 consider the reigns of four kings: Aethelfrith, Edwin, Oswald and Oswiu, and examine their relationship with the church and also their methods of government and interaction with their leading nobles.

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 support of the church was very helpful to the kings. Edwin envisaged conversion as a profitable move, perhaps to enhance his alliance with powerful kingdoms in the south, and Oswald ascribed his victory at Heavenfield to divine intervention. Oswiu had sufficient standing to preside over the Synod of Whitby. The cult of Oswald after his death at the hands of the pagan Penda, was a bolster to Oswiu's power. As Oswiu advanced south he used conversion as a means of extending his control. The alternative view is that kings had other means of support. Aethelfrith was a pagan and won decisive victories over his Christian neighbours and is seen by Bede as being in the heroic tradition and may even have been the subject of sagas. Edwin's vill at Yeavering was a clear status symbol and the account of his conversion in Bede shows the influence of his thanes and even of his pagan priesthood. His exercise of imperium depended on his wealth and administration more than on the church. Oswald advanced his cause in battle and by marriage to a princess from Wessex, just as Edwin had married Aethelburga from Kent. Oswiu, too, married (his cousin) but in exile in Kent and fought numerous battles in extension of his boundaries. Candidates may conclude that the abilities of the kings to win battles and to keep their thanes on side were more vital than the backing of the church, useful though the latter was.

AO3 [Not applicable to Outlines]

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

Page 9	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

5 How important were Roman missionaries in the process of consolidating Christianity among the English?

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 consider the role of figures such as Augustine, Felix and Wilfrid and the work they did in the southern and eastern parts of England. They may also examine the part played by Celtic Christianity in Northumbria with the work of Aidan and Cuthbert.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates may argue that the mission of Augustine led to consolidation as it established the administrative framework for the church, basing it very much on the structure of the kingdoms of the time. Christianity penetrated into Essex, East Anglia and Wessex, through the work of Birinus, as a result. Felix, a Burgundian, established the see of Dunwich at the behest of Sigeberht. By 653 the archbishop of Canterbury, Honorius, had consecrated the first native Anglo Saxon bishop and he was succeeded by Deusdedit, an Anglo-Saxon. Wilfrid had converted Sussex. The Synod of Whitby confirmed the dominance of Roman customs. Alternatively candidates could point out that the church was not fully consolidated in this period. When kings who had become Christians died, some kingdoms reverted to paganism as in Kent in 616 and in East Anglia in 630 when the Christian king was murdered by his subjects. They could also argue that the work of the Celtic church was more penetrating and that the conversions of Aidan and establishment of monastic foundations which had close contacts with the rulers was very influential. The long-lasting impact of a figure like Cuthbert could also be adduced. The influence of the writings of Bede might be seen as persuasive. Candidates might draw a conclusion either way.

AO3 [Not applicable to Outlines]

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

Page 10	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

Section 2: 663–978

6 How significant was the work of Theodore of Tarsus in the maintenance of Christianity in 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 may refer to Theodore’s appointment, to his centralising work in the church and his promotion of education. The influence of Wilfrid could also be mentioned.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates could argue that Theodore played a major role, despite being about 60 when he was appointed. He became archbishop in 668, somewhat by chance on the death of Wighard in Rome. He died in 690 after a long period in office. His main achievements lay in his restructuring of the diocesan system establishing new cathedrals and appointing bishops where there were vacancies. He held a number of synods at Hertford and Hatfield among others and used them to enforce some uniformity and outlaw heresy. He founded a cathedral school at Canterbury, which became a major factor in the development of Anglo-Saxon learning. Aldhelm was much influenced by it. Alternatively, Theodore faced challenges from Wilfrid, who saw himself as dominant in the church and certainly in the north. This led to appeals to Rome by Wilfrid, notably after he was deprived of his bishopric. Wilfrid was reinstated and came to terms with Theodore, but his see was reduced in size. Candidates may well conclude that Theodore was of real significance, not least because he was able, by living so long, to see his reforms through.

AO3 [Not applicable to Outlines]

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

Page 11	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

7 How are the cultural achievements of Northumbria up to 735 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 refer to a range of cultural achievements in scholarship and the arts, to individuals like Bede and to the impact of monasteries and rulers.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates may argue that the presence of a number of key individuals is the best explanation. The role of Benedict Biscop in bringing books and artefacts from Rome, the reputation of saintly figures like Cuthbert, and, above all, the towering genius of Bede, the best scholar of his day, all contributed. Examples of output such as the Lindisfarne Gospels, the Codex Amiatinus, the Franks Casket and the contents of Cuthbert's coffin all bear witness to what was achieved. Other explanations could derive from the wealth which allowed objects to be made and books to come to Monkwearmouth-Jarrow to form the best library outside Rome. Initially the generosity of the king led to the foundation of the monasteries. Trade with the Mediterranean and beyond played its part. Candidates could reach different conclusions, as long as they are well supported.

AO3 [Not applicable to Outlines]

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

Page 12	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

8 Who contributed more to the development of Mercia as a major power in the eighth century: Aethelbald or Offa?

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 ways in which the two rulers governed, their personal characteristics and their relationship with the church.

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 argue that the very fact that the reigns of the two kings spanned 80 years is a reason in itself for the dominance of Mercia. This length of time was unprecedented and not to be repeated until the thirteenth century. With regard to Aethelbald, he had some good fortune in the deaths or abdication of fellow rulers, thus allowing him to extend his sovereignty. He controlled London and raided into Northumbria, but sub-kings in his territories retained some jurisdiction. He was praised by Boniface for his charity and maintenance of law and order, but his private life did not meet with the same approval. As for Offa, a relative of Aethelbald who may have helped to overthrow him, he was able to bring the power of Mercia to a peak, suggesting his was the greater role. He took direct control of Sussex and Kent. He authorised no sub-kings and Wessex was under a client ruler. He was on corresponding terms with Charlemagne and, of course, he constructed the famous dyke. How far his achievements were based on the foundations laid by Aethelbald and how far all his own is harder to evaluate as the sources are not that full, so either conclusion could be reached.

AO3 [Not applicable to Outlines]

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

Page 13	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

9 Assess the view that the main achievement of King Alfred was defending Wessex against the Viking Danes.

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 the military achievements of Alfred, his victory at Edington and the subsequent truce with Guthrum. His revival of culture and education and his reinvigoration of the governmental system could also be explained.

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 argue that it was only because Alfred held the Danes at bay that his other achievements became possible. Hence his defence of Wessex and his refusal to give in during the dark days in Athelney show his powers of leadership, which allowed him to emerge partly victorious. Guthrum may have remained in possession of much land but he became a Christian and gave Alfred hostages. The navy and the burhs helped to forestall other Danish attacks. Alternatively, Alfred prevented paganism from submerging Anglo-Saxon culture. He may well have instigated the Anglo-Saxon Chronicle and as ruler of all the Anglo-Saxon kingdoms he fostered a real sense of Anglo-Saxon identity. Cultural and literary reforms abounded and the Alfred Jewel is evidence of the output. Government centred on the consultations of the witan, the promulgation of law codes and justice and the collection of taxation. All of these predicate a stable state. There is a great deal of material and candidates will need to consider the factor in the question, but may be more selective with other factors.

AO3 [Not applicable to Outlines]

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

Page 14	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

10 'Aethelstan was a more successful ruler than Edgar.' Discuss.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to various aspects of the reigns. Aethelstan enjoyed more military success while Edgar was known as *pacificus*. Both extended their governmental control and both used the church to bolster their power and encouraged reformers like Dunstan. Aethelstan had strong relationships with continental rulers.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates may argue that Aethelstan faced greater problems and so achieved more. His victory at Brunanburh made him the most powerful British king. He absorbed Northumbria, partly by his admiration for the cult of Cuthbert, presenting gifts to the shrine. He established boundaries with the Welsh and the West Britons. Mercia was subdued. He may have been ruthless; many of his relatives died unexpectedly. He made dynastic marriages for his sisters, although he was, most unusually for a king, unmarried. He collected relics. He issued law codes and prepared for currency reform. On the other hand, Edgar was thrice married, one of his rejected wives becoming Abbess of Wilton. He established the single English state firmly and his coronation saw the inaugural use of the text of Zadok the Priest, used at all coronations since then. Less is known about his military prowess although the A-S Chronicle lauds him, but there were no attacks during his reign. He set up shires as a unit of local government, also issued laws and reformed the coinage. The monastic revival begun under Aethelstan continued with Dunstan, now at Canterbury, Aethelwold at Winchester and Oswald at Worcester. The king appointed these men and supported reform, but it is less clear how much it owed to him directly.

AO3 [Not applicable to Outlines]

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

Page 15	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

Section 3: 978–1135

11 How far, in the years 1016–42, was the Danish monarchy in England weakened by disputes over the succession?

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 Danish kings such as Swein, Cnut, Harold Harefoot and Harthacnut and the problems they faced.

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 argue that the succession was a factor, notably on the death of Cnut in 1035 when Harold Harefoot and Harthacnut disputed over who had the best right to the throne. Much of this trouble derived from Cnut's two marriages to Aelgifu and to Emma, both of whom promoted the claims of their respective sons with great vigour. Harthacnut was unable to maintain the succession of Danish kings and allowed Edward, son of Edmund Ironside and grandson of Aethelred, to return. Alternatively, 'the Danes suffered from being conquerors and hence unpopular and needed the support of prominent thanes. Leofric, earl of Mercia', was a supporter of Harold Harefoot, while the treachery of Eadric Streona helped Cnut to power. The personality of some of the Danish rulers, notably Harthacnut who was known for his brutality, weakened their position. Candidates could conclude that Cnut showed, once he had gained control of England, that Danish kings could be strong and even popular rulers.

AO3 [Not applicable to Outlines]

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

Page 16	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

12 'Edward the Confessor's problems arose from his outlook being more French than English.' Assess this view.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the upbringing of Edward in exile and to his appointment of French advisers. The crisis of his reign in 1050-52 partly resulted from his French connections. His personality and his failure to provide a direct heir to his throne were other shortcomings.

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 argue that Edward was influenced by his upbringing in France and that he preferred French advisers such as Robert of Jumieges who eventually became his archbishop of Canterbury and feuded with Godwin. He may have named William of Normandy as his heir. In the brief period when he was in control and the Godwins were exiled, his policies were very much those of Jumieges and he sent his English wife away. When the Godwins returned and reasserted their control Edward was powerless to resist them. Alternatively, candidates could suggest that Edward's problems arose from other causes. He failed to produce an heir, perhaps because of a celibate life-style or dislike of Edith and her family. In the crisis of 1052 Edward was deserted by his troops, indicating he lacked leadership skills. The events of the latter years of his reign could be used to back up this view. Candidates could conclude that the circumstances in which he found himself were too testing for Edward and so his problems multiplied.

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	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

13 How far was the outcome of the Battle of Hastings a result of King Harold's mistakes?

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 the situation on the death of Edward the Confessor, the rival claimants, the invasion of Harald Hardrada and its aftermath, the arrival of William of Normandy and the events of the Battle of Hastings.

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 argue that Harold did make mistakes. One might have been to claim the throne in the first place, knowing that William was likely to mount a counter-bid. Another was to march south rapidly after Stamford Bridge and fight William at once, without waiting for his archers or reinforcements. His tactics and inability to control the impetuous fyrd in the battle itself were other errors. Then he was killed! Alternatively, Harold faced a determined, well-prepared and well-equipped opponent. William had the support of the church and had recruited a powerful army. He was lucky in that his landing was unopposed, even though Harold had defended the south coast until forced to march north. He was able to secure supplies and bases and move inland. But his main asset lay in his fighting ability and his flexibility in seizing an advantage when he saw it in the battle. Candidates could conclude that Harold did his best in the circumstances and that the battle lasted all day and was only decided in the final stages, so perhaps he should not be blamed entirely.

AO3 [Not applicable to Outlines]

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

Page 18	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

14 To what extent did Scottish kings benefit from their invasions of England from 1066 to 1135?

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 the various invasions of Malcolm II in the reigns of William I and William II.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates may argue that the Scottish kings were well positioned to make trouble for Norman rulers whose eyes turned southwards rather than to the north. Their main aim was to underline their independence and extend their control over northern England. They were able to exploit the position of Edgar Aetheling, who had a claim to the English throne and was frequently sheltered by the Scots. Malcolm did at times gain booty and he married Margaret, the Atheling's sister. But the benefits they gained proved transitory. The Williams might be absent from England but they had able nobles who could punish the Scots. Moreover, William I specialised in punitive raids when he was in England and in 1068 Malcolm swore fealty, while in 1072 he submitted, did homage and gave his son as a hostage to William. In 1091 he did homage again and made a treaty. When he complained that William had broken this treaty, he was killed in an ambush in 1093. This left Scotland in the throes of civil war and the outcome was largely decided by English intervention. Henry I married Edith, one of Malcolm's daughters. Scotland then developed as a semi-autonomous feudal state and retained some independence.

AO3 [Not applicable to Outlines]

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

Page 19	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

15 How convincing is the view that William II was a more successful king than 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. Candidates may refer to the governmental methods of each ruler, their relationship with Normandy and their attitude to the church.

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 argue that William II was unfortunate in that the monastic writers of the day were universal in condemning him. Hence his abilities were undervalued. The reign is also sparsely represented in administrative documentation whereby he could have been redeemed as a hard worker. In his favour he dealt vigorously with the rebellion on behalf of his brother at the start of his reign and was recognised as a skilful warrior and knight. He kept order and raised taxes. His policy was soundly conceived. His regent Ranulf Flambard was equally disliked for his firm government. He maintained his position in Normandy. His quarrel with the church can be variously interpreted. He was tenacious over the defence of his rights but was, in the end, the loser. Alternatively, Henry I was able to defeat his older brother Robert decisively at Tinchebrai and so was in a stronger position. He suffered few challenges to his authority. He made peace with the church. But he raised taxation with equal ferocity as, like William, he needed to compensate for the land he had given to his supporters to keep their loyalty. His administration under Roger of Salisbury developed strongly and he was known as the ‘Lion of Justice’. Candidates can decide either way as long as they support their chosen view.

AO3 [Not applicable to Outlines]

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

Page 20	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

Section 4: Themes c.300–c.1066

16 'The most important role of the nobility in the Anglo-Saxon kingdoms c.560–871 was the military one.' Discuss.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could refer to a variety of kingdoms or to a smaller range, but more than one kingdom should be considered. Apart from the military role, candidates could examine the place of nobles as advisers and as church patrons.

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 suggest that as kings lacked any kind of standing army and their position was mainly that of a military leader, then the aid given to them by their nobles was bound to be crucial. They needed to reward those who fought for them with land to keep their loyalty. Beowulf is evidence of their preoccupation with warfare. Alternatively, nobles were essential aides in administration and kings had councils which were decision making bodies, where they were represented. Charters were witnessed by nobles in attendance at court. The Synod of Whitby illustrates how important issues were resolved. The patronage of nobles assisted the church and its development. But, given that Anglo-Saxon society was largely based on conquest and warfare, the military role is likely to be the prime one.

AO3 [Not applicable to Outlines]

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

Page 21	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

17 How substantial were the cultural and religious contacts between England and 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 may refer to the work of figures like Alcuin, Bede, Boniface, Willibrord, Benedict Biscop and Wilfrid.

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 argue that the contacts had a considerable impact. Wilfrid was largely responsible for the introduction of the Benedictine rule to his monasteries. He also encouraged missionaries to work on the continent, such as Willibrord in Frisia, who was supported by Pepin of the Franks. Boniface was the missionary to the Germans and worked with Charles Martel and Pepin. He attracted many others to work with him and had an important role in the Christianisation of the Carolingian Empire. Aldhelm and Bede revealed the extent of Roman influence of English schools, while Bede could not have written much without the books brought to Jarrow by Benedict Biscop. Alternatively, there was Irish influence in Northumbria, notably in the development of the uncial script. Edgar as archbishop founded a school at York of which Alcuin was the star pupil. Even if later Alcuin was part of the brain drain to Aachen, he spent over half his life at York. There was English poetry beginning with Caedmon and the Lindisfarne Gospels testify to the breadth of influences in Anglo-Saxon culture. Candidates are likely to conclude that, despite a strong home-grown movement, the links with Europe made a substantial difference to religion and culture.

AO3 [Not applicable to Outlines]

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

Page 22	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

18 Assess the view that the main reason for economic change in the ninth and tenth centuries was the development of towns.

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 emergence of towns as ports and as burhs, largely initially for defensive reasons, the expansion of the use of coinage and the changes in trade.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates may argue that towns were essential to provide the security for any kind of economic development. Tradesmen needed a place to buy and sell without fear of attack and so enclosed towns met this requirement. Similarly, towns could begin to produce the coinage necessary for increases in trade. Towns held markets and provided opportunities for growth in the economy. Many early towns were important church centres too, which, again, stimulated the economy. There were other factors, such as the more stable conditions, contacts with Europe, passing of laws to protect traders from unfair practices and an increase in demand for goods from a slightly rising population. Candidates may conclude that towns were the main places where economic activity occurred, so that their development was bound to be a main driver of change.

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	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

19 How far-reaching were the results of the tenth-century reforms of the church in England before 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 might refer to the ravages of the Danish invasions which wreaked havoc on ecclesiastical organisation and government, and to the efforts in the tenth century of men like Dunstan, Oswald and Aethelwold to repair the damage done.

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 argue that the revival of monastic life at Glastonbury, Winchester, Worcester and Canterbury spread widely, with royal support under Edgar. Most bishoprics over time were headed by monks who reformed the clergy and repaired the churches. The rules followed in monasteries were standardised under the *Regularis Concordia*. Fresh vitality was brought to the church. In addition, religious literature developed, led by Aelfric. But the reformation did not penetrate far north of the Trent, where monasteries remained unknown until the Conquest and there was some hostile reaction on the death of Edgar. Hence the results were far-reaching in their impact but less so geographically.

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	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

20 How significant was the Scandinavian impact in the years c.900–1069?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might refer to the impact of military invasions or the threat that they might be made, the results of the different customs of the Scandinavians and how widespread such influences were.

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 argue that the fear of further Scandinavian attacks was a major issue for many rulers of this period. Edward was successful in beating back the Danes but came to terms with the Danes in York and most of his reign was taken up with warfare. Aethelstan won at Brunanburh. But his successors could not hold the Danes back, notably Aethelred, leading to a period of Scandinavian rule. The Danes had a vital role in the 1066 campaign and even still threatened William I up to 1069. Thus they had great impact. In addition Cnut made England into a part of his empire. Alternatively, even though parts of the north and west remained Scandinavian in outlook and place names testify to this, once the Scandinavians became Christians their impact was lessened. Cnut set down laws which reflected former Anglo-Saxon legal codes and his administration followed English precedents. The church tamed the Scandinavians and assimilated them. Hence candidates could conclude that the impact can be overdone, if the emphasis is solely on the campaigns fought.

AO3 [Not applicable to Outlines]

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

Page 25	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

21 What best explains the development of trade in 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 may refer to a range of factors and draw examples from across Europe. The emergence of more settled government and the encouragement of rulers, the demand for luxury goods from the courts of the kings and their nobles and the readiness of traders to face the perils of their calling in order to make money could all feature.

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 argue that trade was probably initially largely in the hands of foreign merchants from Frisia and was encouraged by rulers such as Offa and Charlemagne who made a treaty in 796 to give traders protection in both their realms. English textiles were in demand on the continent at this period. The Danish invasions also stimulated trade as they were merchants as well as marauders and were soon free to travel all over the country to markets and fairs. Traders from across the North Sea formed a colony in York. The emergence of London as a commercial capital was a further stimulus and the geographical position of England was another aid to trade. The evidence for trading activity is not extensive until the last 80 years or so before 1066, so the emphasis may be on this part 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 26	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

Section 5: 1135–1272

22 To what extent was Stephen responsible for the troubles of his reign?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could refer to the events of the Civil War in England and its resolution.

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 argue that Stephen was to blame in that, after decisive action to put forward his claim to the throne, his grasp on it began to falter. Chroniclers considered this was a result of his failure to support the church, while his supporters saw him as overkind. In 1147 he sent the future Henry II money to help pay his troops when he had none. Some of his decisions rebounded on him. His failure to get his brother Henry made archbishop of Canterbury led to Henry becoming papal Legate and thus able to summon Stephen before his court, after Stephen arrested Roger, bishop of Salisbury in 1139. Alternatively much of the trouble was caused by other factors. The death of Henry I without a clear successor was one. The support given to Matilda by Robert of Gloucester meant her challenge was a strong one. The inability of either side to win a decisive victory contributed. Matilda's haughty manner and arrogance led the Londoners to refuse her admission after her victory at Lincoln, which could have been the turning point. Henry of Blois' disloyalty was a further issue. The military ability of the future Henry II was a real problem for Stephen. The outcome was determined very much by chance. The death of Stephen's heir and the advances of Henry of Anjou brought both sides to negotiate. Candidates may well conclude that Stephen was facing considerable obstacles in his quest for the English 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.

Page 27	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

23 'Henry II displayed sounder judgement in his government than in his relations with his family.' Discuss.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could refer to the governmental reforms introduced by Henry, especially his legal changes and the various quarrels with his wife and family, leading to revolts against him and his ignominious death.

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 argue that Henry improved the legal system by introducing new writs to speed up processes with set procedures and using juries in disputes about land. He claimed only to be enforcing his grandfather's laws, but the difference was that the laws were now written down and centralised under royal authority. The success of his reforms was variable, as justice remained slow and corrupt and he possibly raised expectations he could not meet. Alternatively, there can be little doubt that Henry was to blame for his family troubles. His womanising alienated Eleanor. His plans for the division of his empire among his sons were never accepted by all of them and the French king was able to exploit their divisions. The murder of Becket worsened these difficulties as it showed Henry was unfit to rule. He pardoned the Young King after defeating him in 1173, only for the younger Henry to rebel again in 1182. Henry II died at Chinon in 1189 at war with Richard, Eleanor's favourite, and deserted by John. Only his bastard son remained loyal.

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	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

24 Which caused John more problems: his quarrel with the papacy or his relations with the barons?

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 the quarrel between John and Innocent III over who was to be archbishop of Canterbury, the resulting Interdict and excommunication and the resolution of the issue. They may outline the policies of John which aroused the ire of the barons and the subsequent negotiations leading to Magna Carta.

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 argue that John's problems with the papacy were of less consequence. He may have been regarded with horror by the chroniclers, but his attitude to the pope after Innocent tried to enforce Langton on him, was understandable to laymen, No king wanted any archbishop other than his own choice and it would be demeaning for John to accept. John benefited financially from the Interdict as he left bishoprics vacant and took the income. His status as an excommunicate caused him no qualms until the crisis of a possible French invasion. He then gave in and submitted and thus had the advantage of papal support. In his relations with his barons, John had more problems. He needed their loyalty and their cooperation and he forfeited their respect. His behaviour to individuals, not only de Briouze, his heavy demands and his favouring of foreign mercenary captains all aroused the barons. They also found John an unwelcome and regular presence in England after the loss of Normandy. The problem could only be solved after civil war and John being forced to agree to Magna Carta. Even if John was able to get his oath annulled by the pope, this was still a greater problem than the church difficulties.

AO3 [Not applicable to Outlines]

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

Page 29	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

25 What best explains the downfall of Simon de Montfort?

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 the events after Henry III's acceptance of the Provisions of Oxford up to the death of Simon de Montfort at the battle of Evesham in 1265.

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 argue that the attempt to limit the powers of the monarchy in England was a step too far in 1258. The longer it took to enforce the terms of the Provisions, the easier it was for Henry to win. His absence in France for several months held up decisions and made it clear how difficult it was to govern England without the king. When the barons came to a parliament, due under the Provisions but postponed by Henry, and they did little, he was set on the road to victory. Henry gradually won over international opinion and got a favourable judgement from Pope Urban IV. Most importantly, Louis IX gave his verdict at the Mise of Amiens in favour of Henry. Finally Henry had the military support of his son, the Lord Edward, at Evesham. Alternatively, Simon de Montfort found his position untenable. He had agreed to accept the arbitration of Louis and so was weakened when it went against him. Although he won the battle of Lewes, he no longer had enough support to govern in accordance with the Provisions and so instigated a narrow dictatorship in Henry's name, which was no better than Henry's regime. His commune had fallen away and he lacked the resources of the monarchy to win a drawn out struggle.

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	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

26 To what extent were the achievements of Llywelyn made possible by English failings?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might refer to the initial favour John showed Llywelyn, his revolt in 1208, John’s invasion of Wales in 1211 and Llywelyn’s recovery in 1213.

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 argue that English failings helped Llywelyn. The downfall of William de Briouze, brought about by John, was a key factor in destabilising the Marches and Wales. In 1212 the Welsh Prince was able to make a treaty with Philip Augustus against John. John’s preoccupations elsewhere allowed Llywelyn to win back the territory John had conquered. The inability of the English to pursue a consistent policy towards Wales was a key factor. John aroused further ire by his killing of Welsh hostages in 1212. Alternatively Llewelyn made the most of his chances and assets. He was married to an illegitimate daughter of John’s. He took advantage of the moment when the baronial revolt broke out to increase his control. The minority of Henry III was fortunate for him as well. But candidates could suggest that Llywelyn was not a rival king. He was a powerful Welsh Prince, but did not even rule the whole of Wales and so his achievements had limits.

AO3 [Not applicable to Outlines]

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

Page 31	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

Section 6: 1272–1399

27 'Edward I's reforms in government were driven by the need for money.' How far do you agree with this judgement?

Candidates should:

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

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates may argue that Edward saw the troubles of his father's reign as arising largely from a lack of revenue. He was determined to increase royal authority, notably in London and this required cash. He thus began the *quo warranto* proceedings, was notably mean in giving out lands and eager to regain lost land, and extracted more indirect taxation from customs and direct taxation from Parliamentary sources. He used Italian bankers to improve his cash flow and his efficient administration meant that tax yield nearly matched expectations. His greater use of Parliament allowed him to raise more taxes. Alternatively, Edward wanted a better administration so that Parliament was used for redress of grievances and the passing of statutes. He tried to remedy deficiencies in the enforcement of laws and he was ready to execute traitors. This indicates that collecting money was not his sole aim. Candidates may conclude that Edward needed money to enforce his will, but that he recognised that good government depended on other factors as well.

AO3 [Not applicable to Outlines]

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

Page 32	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

28 How far do geographical factors explain the survival of Scotland as an independent kingdom in the reigns of the first two Edwards?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might refer to the geography of Scotland and how this advantaged Scottish resistance and to other factors such as the existence of a powerful and harmonious state in Scotland before the death of Alexander III, the leadership of William Wallace and Robert the Bruce and the incompetence of Edward II.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates may argue that geography was an issue. The Scots had a short, clearly defined border with England which they could defend and otherwise a long and often inhospitable sea coast. The Highlands were hard for invaders to penetrate. But other factors may be seen as more vital. Scotland had been well governed by Alexander III and the lack of a direct heir was a misfortune which opened the way for Edward I. Edward came to Scotland after his triumphs in Wales, in the latter part of his reign when money was less plentiful. William Wallace stirred up Scottish opposition and defeated the English at Stirling Bridge. Robert the Bruce took on the role of Scottish hero and was crowned king, going on to capture English held castles and culminating in the victory of Bannockburn. He won papal support for his claim to be king of Scotland after the Declaration of Arbroath in 1320. Hence his could be seen as the vital role.

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	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

29 Was it more Edward II's character or his policies which led to his deposition?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might refer to the nature of Edward's character and his so-called unkingly outlook. They could also mention his policies of favouring advisers like Gaveston and Despenser.

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 argue that Edward lacked the judgement needed in a medieval king and his passion for Gaveston ruled his life. He did not take kindly to being thwarted and he held grudges. These characteristics could be seen as influencing his policies to a large extent. The execution of Gaveston left him seething with resentment. Arguably, one of his biggest character flaws was to neglect his wife and subordinate her to his favourites as this eventually was his undoing. Alternatively, Edward's decision making was poor and his policies unpopular and ineffective. His tactics at Bannockburn were disastrous, his friendship with and promotion of Piers Gaveston infuriated the traditional nobility and in 1311 he was forced to accept the supervision of the Lords Ordainer. The later promotion of the Despensers and their misgovernment led to outright civil war and victory at Boroughbridge. The execution of Thomas of Lancaster worried the baronage. Hence Edward's inability to master the art of establishing a settled kingdom led to his downfall. He had some success in administration, notably in the raising of taxation and certainly as an artistic patron but these were not policies rated very highly by his enemies. Candidates may conclude that his character decided his policies.

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	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

30 How considerable were Edward III's achievements in 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 Edward's fighting in France, the battles at Sluys, Crecy and Poitiers and the later activities of the Black Prince.

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 argue that Edward achieved a great deal. He destroyed the French navy at Sluys. His tactics, carefully thought out, won Crecy, and he captured Calais, to remain in English hands until 1558. The wars provided employment, the prospect of ransoms and the chance to win fame for a wide selection of military figures. He captured the King of France at Poitiers. Alternatively, the wars devastated France and the *chevauchees* were destructive and led to unpopularity. The wars were expensive and led to higher taxation at home. Barons found little permanent gain from France and by the end of the reign much had been regained by the French and Edward made peace at Bretigny. Candidates could conclude that the real result lay in the way Edward instilled in the English the belief that France could be theirs and led the way for foreign policy for the next 300 years. Whether it was worth it, is another question!

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	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

31 What best explains the downfall of Richard II?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to the events of 1399 and Richard's absence in Ireland at a crucial moment. They can also consider the longer term factors such as the Lords Appellant, the peace with France, Richard's extravagance and his reliance on advisers distrusted by the older baronage.

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 argue that Richard was in some ways unfortunate in that he had no direct heir and his cousin Henry had a good claim to the throne. This meant his downfall could be made to seem almost legal. The deposition of Edward II provided a precedent. But Richard's actions were not always wise. His elevation of de Vere was a major cause of the rebellion of the Lords Appellant and his consequent loss of power. The Merciless Parliament legislative programme illustrated the popular dislike of disorder which the king had failed to check. He continued to promote men seen as unworthy and to move away from London to areas like Cheshire where he had lands and supporters. His exile of Henry Bolingbroke helped to focus the opposition to him. His lavish spending on court and patronage was another source of resentment. Hence candidates might conclude that it was what Richard did with the situation with which he was faced that 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 36	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

Section 7: 1399–1461

32 'Henry IV was ineffective as a monarch because of the circumstances of his accession.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Whilst the circumstances of his accession are highlighted in the question, answers must range across the whole period of Henry IV's reign. Chronological narratives will not score well. Topics that could well be included are: the nature of the usurpation and Henry's reputation as a usurper; the circumstances of Richard II's death and continued support for his cause and the nature and causes of rebellion. These factors which might be seen as consequent of his usurpation may well be weighed against other problems which were either inherited from Richard, such as finance, or developed during the reign. Other factors that could be included are: relations with France and Scotland; Lollardy; Wales and the Marches; rival claims to the throne and the King's declining health.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates might seek to explore the relative importance of the factors outlined above and how they might link to each other and how the nature of his inheritance impacts on developing problems during the reign. Some candidates might well point to the fact that after some initial problems England was peaceful for several years, which might suggest that the later problems were not caused by the usurpation. Candidates might also reflect on the fact that Henry was able to handle most of these problems well.

AO3 [Not applicable to Outlines]

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

Page 37	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

33 To what extent have Henry V's abilities as king been over-estimated?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A narrative of the reign of Henry V will not be rewarded well; there should also be a consideration of all the aspects of Henry as a King. Answers which concentrate wholly on Henry as a military commander will not do well. Generally Henry V has been seen as a very able and successful King, but some criticisms more recently have suggested that he was not without fault. Henry's abilities as a military commander are well rehearsed, although his successes were not foregone conclusions and did involve the kingdom in huge expense. It was essential that the kingdom be well ruled whilst Henry was at war, he certainly was able to maintain peace and stability in England and extend the prestige of the monarchy. He was able to achieve considerable feats with finance and accounting. His relationship with the nobility was sound and assured, although this might depend largely on his success in war. Henry was also notably pious and worked against Lollardy and worked with the papacy.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates might seek to explore some of the counter arguments to Henry's greatness. One problem is his legacy, but candidates might point out that it was hardly his fault that he died so young. Some of the criticisms have been levelled on the nature of the sources; contemporaries were universally complimentary. It could be argued that he was obsessed by war and in the end this was unsustainable, but in the parameters of his own reign this is difficult to sustain.

AO3 [Not applicable to Outlines]

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

Page 38	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

34 Why were the English unable to maintain their hold on France during the period 1422–53?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Narratives of the Hundred Years War should not score highly. However, a chronological approach from the death of Henry V to the Battle of Castillon and the end of the war might be adopted. Answers should focus sharply on the issue of the inability to maintain the substantial acquisitions of Henry V. Clearly the argument that the position was ultimately unsustainable may be explored; nevertheless Bedford did prove himself to be an effective Regent of France and won some important victories such as Verneuil and Cravant. Clearly the English position was weakened by the dual nature of the regency. Candidates may well argue that the renewal of French fortunes is paramount; a turning point here is the Congress of Arras where Charles VII and the Duke of Burgundy came to terms. After 1435 the situation deteriorates very rapidly. Candidates might well reflect on the personal inability of Henry VI to rule effectively; the growing effectiveness of Charles VII; war-weariness and lack of money in England; the unpopularity of Suffolk and the Anjou marriage and the growing factionism at Henry VI's court. There should be some treatment of the military blunders as well.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates might seek to explore the inter relationship of longer term and shorter term aspects. It is clearly not enough simply to argue that it was unsustainable, neither is it enough to argue that it was entirely the fault of Henry VI. Candidates might be expected to argue that both of these issues produced the circumstances in which it was impossible for England to maintain her lands in France.

AO3 [Not applicable to Outlines]

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

Page 39	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

35 To what extent did the actions of Margaret of Anjou contribute to the loss of Henry VI's throne in 1461?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Narratives of Margaret of Anjou's career will not score well. There is a great deal to be said for Margaret's culpability; she was French and was personally associated with the disastrous policies of the 1440s and 1450s in France. The withdrawal of the court to the midlands in 1456 created faction and neglected the governance of the realm, allowing York and Warwick to pose as competent rulers. She favoured the Percies and was personally hostile to York and Warwick, her vindictive behaviour at the Parliament of Devils set York on the path to claiming the throne, yet when he was killed at Wakefield she neglected to follow up the victory. Her inability to take London after the Second Battle of St Albans allowed Edward to claim the throne. On the other hand she was intelligent and energetic, she worked hard to restore her husband's fortunes after the First Battle of St Albans and provided his cause with the leadership it needed.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates might seek to explore both Margaret's undoubted strengths and weaknesses. Nevertheless they might conclude that the real issue was Henry's weakness and his reliance on faction and on his wife to fight his battles for him. A real case can be made for her culpability and the focus must be on her role in events.

AO3 [Not applicable to Outlines]

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

Page 40	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

36 How convincingly can it be argued that the nobility was a source of stability in England 1399–c.1450?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Descriptive accounts of the function of the nobility will not score highly. Taking the nobility as a whole the stability of the realm depended on the relationship of the nobility and the monarchy. Candidates may well evaluate the importance of the nobility as military leaders, in central government and in the localities. The nobility were a small group, many of whom had very close ties to the monarchy and were personally known to the monarch. Candidates might consider the role they played in the advice they gave to the King; in the House of Lords; as Sheriffs and their control over JPs. The picture is quite mixed during this period: rebellion against Henry IV; the nobility's role in the military adventures of Henry V; the role they played during the minority of Henry VI and the growing factionism towards the end of this period.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates might seek to explore the debate over bastard feudalism, which postulates that the retaining by the nobility was a source of instability in this period. This debate has largely been overturned, arguing instead that it is far more the quality of the relationship between the monarch and the nobles both on an individual level and collectively which dictates the extent of stability. As a usurper Henry IV faced particular problems, Henry VI was a weak individual who promoted factionalism during his personal rule, but members of the nobility were inspired by the lure of glory and riches during the military campaigns of Henry V.

AO3 [Not applicable to Outlines]

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

Page 41	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

Section 8: 1461–1547

37 'A good King, but a bad man.' Assess this view of Richard III.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Narratives of Richard's reign cannot score well. The thrust of the debate is over whether, notwithstanding his infamy for the murder of his nephews, Richard III was in fact an able and energetic ruler. He was certainly tough and hardy and had an excellent reputation on the battlefield. He had a reputation for piety and gave generously to the church, although this might have been to assuage his conscience. He showed great loyalty to his friends and chose his advisors well. Government was sound and very well administered. Candidates might refer to his military prowess and excellent governance of the North during his brother's reign, though should not dwell on this. He showed considerable concern for justice and his one Parliament was incident free. On the other hand, he suffered very major rebellion, could prove to be vindictive and cruel, was hugely acquisitive and ignored land rights and trusted government to a narrow and unpopular group of northerners.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates might seek to explore the argument that he set out to remove the stain of infamy by providing good governance; this argument was certainly put forward by contemporaries. The historical debate is very lively; it is mostly agreed that he had some excellent leadership qualities, but perhaps in the end no King can be good if he gains the throne through infanticide. No particular line of argument is expected and this can be equally effectively argued both ways.

AO3 [Not applicable to Outlines]

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

Page 42	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

38 How far was the power of the Scottish monarchy enhanced during the reigns of James IV and James V?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Candidates will need to range across the whole of this period; James IV acceded to the throne in 1488 and James V died in 1542; serious lack of balance here cannot be rewarded well, neither can a narrative approach. The broad themes that could be addressed include: internal peace and order in Scotland; primacy over the power bases of the kingdom; the court; relations with foreign powers, especially England and France. James IV was energetic and pious, he was well known for establishing a brilliant renaissance court and for coming to terms with England by his marriage to Margaret Tudor. He patronised and extended his influence over the church and undertook a substantial building programme. James V was a minor on accession and his personal rule began in 1528. He continued his father's work in exerting power over the Church, restoring finances and cementing alliance with France through marriage. He also maintained a glittering court.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates might seek to explore the possible detractors to what is generally seen as a very successful period for Scotland. Both Kings died prematurely, James IV at Flodden and James V immediately after Solway Moss. There are criticisms of how well James V handled the nobility, and whether their prestige essentially rested upon wise alliances with England and later France. It is also debatable as to whether these achievements survived.

AO3 [Not applicable to Outlines]

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

Page 43	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

39 Why was Henry VII so preoccupied with the security of this throne and dynasty throughout his reign?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A narrative account of Henry's reign will not score highly; it is also important that there is reasonable coverage of most of the reign. Clearly candidates will deal with the nature of his usurpation and weak claim to the throne; this might be done in some detail with a clear focus on his flexibility in dealing with the problems. He did encounter threats, in particular the pretenders and two tax revolts. His relationship with foreign powers is clearly important both in terms of wiping out threats to his throne and in establishing legitimacy for his dynasty by marriage to foreign dynasties. Finance may also be considered, in that Henry may well have attempted to build an impressive fortune in order to feel secure. His dealings with the nobility should also be considered. The better answers will consider his renewed concerns in the later part of his reign, following the death of his eldest son, the death of his wife and the cooling in relationships with Ferdinand of Aragon.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates might argue that this is really the key to understanding Henry's reign. There is little doubt that this was his single most important preoccupation and that all other policies served this end. Clearly his usurpation and background do contribute very strongly to this, but candidates will need to show why this preoccupation continued and, some might argue, became more important throughout his reign in order to score well. Debates over New Monarchy and innovation are not really relevant to this question.

AO3 [Not applicable to Outlines]

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

Page 44	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

40 ‘Always the King’s loyal servant.’ Discuss this judgement on Thomas Wolsey.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Narratives of Wolsey’s time in power will not score well; there should also be some consideration of the full range of his activities in government. It is for his work with foreign policy for which he is best known. On face value it could be argued that this is because it was what Henry most wanted and as a good servant Wolsey obliged Henry. There is a debate that Wolsey embarked on foreign and diplomatic policy for his own glory and even to further his ambition to become Pope, though this is largely discredited. Candidates will be expected to know something of his work in Henry’s early French campaigns, the treaty of London, which might be described as one of his greatest achievements and the Field of the Cloth of Gold. His inability to deliver on his master’s requirements in the 1520s and especially not to be able to capitalise on the French defeat at the Battle of Pavia show a reversal of fortune. Most importantly there was Wolsey’s inability to deliver the divorce. Candidates might consider his work in legal reforms as Lord Chancellor and to a lesser extent his attempts to reform some aspects of the Church. Candidates might also reflect that Wolsey also served himself very well by amassing huge wealth and prominence.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates might seek to explore the nature of the relationship between Wolsey and Henry. There is a clear line of argument that Wolsey was entirely self-seeking and was an ‘Alter Rex’. This can be countered by pointing out that Wolsey was dependent on Henry for all his appointments and patronage and Henry kept him whilst he is useful to him. Once Wolsey stumbles over the Amicable Grant and then is unable to produce a divorce, he no longer provided what Henry required, so as any servant he was dismissed. Some candidates might reflect that Wolsey was largely able to serve his own interests best by serving those of his king and becoming very wealthy and powerful in the process.

AO3 [Not applicable to Outlines]

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

Page 45	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

41 Why did the Henrician Reformation not meet with more effective opposition?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Narratives of the process of reformation or descriptions of opposition will not be well rewarded. Candidates might reflect on the nature of opposition, some understanding of opposition in Parliament might be expected, although it might be concluded that this was never serious. The opposition and reasons for opposition by individuals such as Fisher, More and Barton should be considered. Candidates might conclude that with More in particular the nature of his opposition was difficult to understand, although there is sufficient concern over the case of Barton for new legislation to be introduced. It might be argued that until the Dissolution of the Monasteries there was little that was substantial for people to oppose. Candidates cannot overlook or ignore the Pilgrimage of Grace, the most serious Tudor rebellion. They may well argue that this opposition was both serious and effective, so much so that Henry reconsidered the pace and nature of change. It could also be argued that the majority of people were in the habit of obeying authority and that Henry did use draconian measures to elicit compliance.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates might seek to explore the nature of the argument put forward more recently that the Henrician Reformation was essential piecemeal so that people found it difficult to know what to support and what to reject and where to draw the line. Some understanding of the debate over ‘top down/bottom up’ reform might be discussed, although it is unlikely that candidates will conclude that there was little opposition because this was what the people wanted.

AO3 [Not applicable to Outlines]

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

Page 46	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

Section 9: Themes c.1066–1547

42 Consider the view that the development of the universities was mainly in order to develop a better-educated priesthood.

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 the foundations of colleges at Oxford and Cambridge and the careers followed by graduates.

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 argue that many colleges were founded by members of the royal family and great nobles, both men and women, to educate the clergy. Merton, Magdalen and New College and Queen’s at Oxford and Peterhouse, Pembroke and Clare at Cambridge, could be cited. Trinity Hall was partly founded to meet the shortages of priests after the Black Death. King’s and Queens’ followed this pattern as well. Corpus Christi, although founded by the religious guilds of Cambridge, had a similar function. Alternatively, there were other aims. Clergy who were university educated made good royal administrators and the prevalence of bishops and archbishops in government testifies to this. The study of law was emphasised at Gonville and Trinity Hall and New College and Magdalen were centres for law and medicine as well as theology. Monks also came to study at universities as higher studies were encouraged by their orders. Thus a variety of motives could be discussed.

AO3 [Not applicable to Outlines]

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

Page 47	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

43 How far was the Church weakened by disputes with the Crown in the twelfth 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 may refer to the disputes between Anselm and Henry I and Thomas Becket and Henry II.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates could argue that the Church suffered from disputes in that its authority was lessened. Both Anselm and Becket went into exile. Royal authority in appointing bishops remained strong, despite the Investiture Contest. The claims of the Papacy were rarely recognised by English rulers, unless they were in need of papal backing. England was too far from Rome for the Pope's influence to be widely felt. Henry II's legal reforms led to secular courts dealing with disputes over land not held in mortmain. Alternatively, the settlement of disputes often benefited the Church. Henry I agreed to give up the practice of investiture. Henry II had to give ground over criminous clerks. All monarchs relied on the Church for officials and some bishops, like Robert of Salisbury and Hubert Walter were virtually chief ministers. The Church had its saints too in Hugh of Lincoln and then Becket, whose tomb at Canterbury brought even more wealth and influence to Canterbury. The papal courts were used by those who wanted a supreme and final decision on a range of issues. Although in the next century, candidates could suggest that the quarrel between Innocent III and John shows how powerful the Church was in conflict with the Crown.

AO3 [Not applicable to Outlines]

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

Page 48	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

44 How important are economic factors in peasant discontent in the fourteenth 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 a range of examples, but the Peasants' Revolt is likely to be the main focus.

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 peasants suffered from high taxes such as the poll tax and from burdens of service and labour which affected their economic well-being. These became worse in times of famine and plague when firstly food and then labour were in short supply. The famine conditions recurred through the century. There was disorder in the early years up to 1318 with the looting of storage barns and other types of rural protest. But there were other causes as well. In the north the peasants resented the incursions of the Scots and the failure to prevent such actions. At the close of the century there was religious discontent in the form of the Lollards. Famine was a regular cause of upheaval as peasants competed for scarce food supplies. The law also led to complaints as it seemed to favour the rich and powerful. After the Peasants' Revolt was subdued, further small outbreaks occurred, suggesting a knock-on effect.

AO3 [Not applicable to Outlines]

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

Page 49	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

45 Assess the importance of women to fifteenth-century society and economy.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Whilst it can be argued that this was a century of particular opportunity for women, this must be set in the context of a patriarchal society where women had few rights and any advancement for them usually depended on their own particular circumstances. There is evidence that due to pandemic and the changes in society and economy that these brought, more women were involved in economic activities than in the previous or subsequent century. More women are found to have been members of guilds and running workshops and acting as merchants than before. Richer women can also be found running estates in widowhood or whilst their husbands were away on business. Individuals can be used as examples such as Margaret of Anjou, Elizabeth Woodville, Margaret Beaufort and Margaret Paston. Candidates might also refer to the powerful position abbesses might hold. Some candidates might consider the issue of evidence, clearly peasant and yeoman women were essential to the economy as agricultural workers, spinners, brewster and so on, but the overt evidence for this is thin and often overlooked.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates might seek to explore the debate over whether the fifteenth century can be seen as different, largely for demographic reasons. There is debate on either side and no set answer is to be expected.

AO3 [Not applicable to Outlines]

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

Page 50	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

46 How is the expansion of English overseas trade in the fourteenth and fifteenth centuries 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 may refer to the role of the wool and cloth trades, geographical factors and the impact of international events on trade.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates could suggest that the main factor was the growth of the wool trade at first and then the cloth trade which had outstripped wool by 1430. It was the needs of the Flemish clothiers which gave the initial stimulus to the woollen trade and at its peak it was worth in excess of £15 000 per annum. The expansion led to the establishment of substantial merchant enterprises and to the formation of the Staplers, trading through Calais. The cloth trade developed separately and competed directly with the products of other European countries and so was more independent of crown control, enabling it to expand rapidly. Other factors could include the geographical position of England, with ready access to the markets of Flanders and being placed directly on the trade routes from Scandinavia. The climate assisted in the production of good quality wool and some monastic foundations were skilled in sheep keeping. The Crown benefited financially from the wool trade directly in taxation and indirectly from loans and the garrison costs in Calais. It also encouraged the establishment of colonies of foreign merchants in London, such as the Hanseatic and Italian traders. Imports included wine and fish and luxury goods. After the Black Death there was little need to import food and some corn was even exported. Candidates could point out that the ups and downs of the wars with France impacted on trade so that expansion was not continuous.

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 51	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	11

47 'A greater age for secular than for religious art.' Assess this verdict on artistic developments in England 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. Candidates can refer to architectural achievements, notably in castles, houses and churches and to painting and sculpture.

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 suggest that the church remained a great inspiration for artistic endeavours. The addition of chantry chapels to churches, notably that of Richard Beauchamp at Warwick, and in many cathedrals, testifies to this predominance. Parish churches were often updated with perpendicular features, while the areas made prosperous by the wool trade built ever more magnificent churches in the Cotswolds, East Anglia and Yorkshire. Rich merchants vied with each other in the splendour of their tombs. Many churches were embellished with wood carvings of high quality. Stained glass techniques improved. Manuscript illumination was often for religious purposes in antiphoners or in books of hours. Examples such as King's College chapel, Eton chapel and St George's, Windsor, could be cited. Alternatively, there was much secular building. Castles were turning into places to live rather than defensive sites and were used to demonstrate wealth and achievement as at Tattershall (Lord Cromwell), Caister (Falstoff) and Sudeley. Merchants were also building to display their wealth as Paycockes at Coggeshall or Little Moreton Hall or Stokesay demonstrate with stone and wood. Oxford and Cambridge colleges had secular buildings as well as chapels and their charters often exemplify the arts of the calligrapher and illuminator. Candidates could comment that the division between secular and religious in the arts was not very clearly recognised at the time.

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.