

# Mark Scheme (Results) January 2009

GCE

## GCE History (6HI01) Paper A



## GCE History Marking Guidance

### Marking of Questions: Levels of Response

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

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

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

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

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

### Deciding on the Mark Point Within a Level

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

### Assessing Quality of Written Communication

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

## Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor.</p> <p><b>High Level 1: 5-6 marks</b> The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor.</p> <p><b>High Level 2: 11-12 marks</b> The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will mostly be accurate but it may</p>

		<p>lack depth and/or reference to the given factor.</p> <p><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor.</p> <p><b>High Level 3: 17-18 marks</b> The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor.</p> <p><b>High Level 4: 23-24 marks</b> The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>
5	25-30	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected factual material which demonstrates some range and depth.</p> <p><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed; material is less convincing in its range/depth</p> <p><b>Mid Level 5: 27-28 marks</b> As per descriptor</p> <p><b>High Level 5: 29-30 marks</b> The qualities of Level 5 are securely displayed; material is</p>

		convincing in range and depth consistent with Level 5.  The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
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*NB: The generic level descriptors may be subject to amendment in the light of operational experience.*

#### **Note on Descriptors Relating to Communication**

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

#### **Unit 1 Assessment Grid**

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

6HI01A - Mark Scheme  
England in the Middle Ages and the Transition to the Early Modern World

A1 Alfred the Great and the Vikings, 793-c900

Question Number	Indicative content	Mark
1	<p>The question is focused on the assault on Wessex between 870 and 878, and on the nature of the West Saxons' response to the invasion. Answers may refer to the invasion of 870 and Alfred's 'year of battles' in 871, when nine battles were fought with varying success: Alfred's victory at Ashdown was followed by defeats at Basing and Merton. In 876, under their new leader Guthrum, the Vikings attacked Wareham and then took Exeter, but withdrew to Mercia when their relief fleet was scattered by a storm. In 878 the attack on Chippenham forced Alfred to flee to Athelney, reorganise his forces and claim victory over the Vikings at Edington. The subsequent Treaty of Wedmore was followed by Guthrum finally leaving Wessex to settle in East Anglia. A simple narrative of some of these events will be marked in Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to address causation, though there may be passages of narrative or descriptive material. Level 4 answers will focus on causation, and may suggest reasons for the West Saxons' difficulties. These may include Viking sea power, the surprise and speed of their attacks, their battle tactics, Guthrum's leadership, and their readiness to break their treaties. The weakness of the West Saxon defences may also be addressed, along with the absence of an effective mechanism for rotating their troops. Answers at Level 5 will include some attempt to evaluate the relative importance of factors, setting West Saxon weaknesses against the advantages displayed by their enemies, including skill, tactics and speed.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the widespread military reforms which Alfred instituted after Edington, and the extent to which they influenced the West Saxon response to the Viking raids of the 890s. Answers may refer to Alfred's naval, defensive and military reforms. In order to counter Viking naval power and mobility Alfred began the systematic organisation of a coastal defensive fleet, the first since Roman times. The Vikings' highly mobile land force presented Alfred with logistical problems in summoning the fyrd, which often arrived too late. Alfred's solution was the construction of a network of burhs, a self-supporting protection system which meant that there was no single strategic place for the Vikings to attack. Alfred dealt with the problem of raising the fyrd by dividing his army into two units: half remained at home while the other half was on service at all times. These reforms did not seem effective in dealing with the initial attacks in 892. The invaders were able to settle in Kent with little initial resistance, and broke into Wessex as far as Exeter. However, as the war progressed the value of Alfred's reforms became clearer. The burh at Exeter resisted a Viking siege and the fyrd was summoned more swiftly than before. In 896 the Danes gave up the struggle and left for East Anglia and Northumbria. A simple narrative which describes some of Alfred's reforms and some events in the 890s will be marked in Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to address causation, though there may be passages of narrative or descriptive material. Level 4 answers will focus on</p>	30

	Alfred's reforms and their apparent success against the Vikings. At Level 5 will be those who make some attempt to evaluate the success of Alfred's reforms and their contribution to the West Saxon victory.	
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## A2 The Norman Conquest and its Impact on England, 1066-1135

Question Number	Indicative content	Mark
3	The question is focused on the nature of late Anglo-Saxon England on the eve of the conquest, and on the extent to which England was both prosperous and well-governed. Prosperity might be suggested by the development of an efficient taxation system based on the silver penny, which helped to promote internal and cross-Channel trade. England was famous throughout Europe for metal work, embroidery and manuscripts. Many Anglo-Danish boroughs developed into urban trading and industrial centres, including London and York. The growth of church building was symbolised by the rebuilding of Westminster Abbey in the Norman style. On government, candidates may refer in general to the cult of kingship, the importance of the earldoms and the shires, and the establishing of a stable legal system. Alternatively, they may concentrate on the reign of Edward the Confessor, with reference to the dominance of the House of Godwin, which became even more significant after Godwin's death in 1053 with the rise of the Godwin siblings, notably Harold in Wessex. A simple outline of some economic and political features will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide an analysis of key features of the economy and government will access Level 3, though there may be some sections of narrative material, possibly on the Godwins. At Level 4 there will be an explicit attempt to assess the economic and political state of pre-conquest England, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the relative importance of economic and political matters, perhaps focused on the nature of domestic and foreign trade, and on the perceived weaknesses of the Confessor's kingship.	30

Question Number	Indicative content	Mark
4	The question is focused on the decade after 1066, and on the extent to which William imposed Norman rule in a brutal fashion. William's early actions were conciliatory. Edwin, Morcar and Waltheof remained in their earldoms, and even Stigand's position as Archbishop of Canterbury was not initially threatened. The risings of 1067 were not suppressed very harshly. The Exeter rising of 1068 ended when the town surrendered on favourable terms, and the rising in the north in 1068-69 was simply suppressed. A turning point appears to have come with the northern rising of 1069-70, which involved the Northumbrian aristocracy, Malcolm II of Scotland and Sweyn of Denmark. William suppressed this rising with great brutality, including the systematic destruction of the north and its infrastructure. Thereafter change came through imposition rather than consensus, and was symbolised by the deposition of Stigand in 1070. The rising of 1075 was the last in which the English played an active part and resulted in the execution of Waltheof, the last Anglo-Saxon earl. Throughout the period castles were hurriedly built as an instrument of the conquest and as focal points for colonisation of the country. A simple descriptive outline of events will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered.	30

	<p>Answers which begin to provide some analysis of William's actions will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to address the question of 'growing oppression', though the answer may lack balance. At Level 5 there will be some attempt to evaluate the nature of Norman rule in the given period, with some consideration of the extent to which William's policies changed during this period.</p>	
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### A3 The Angevin Empire, 1154-1216

Question Number	Indicative content	Mark
5	<p>The question is focused on the legal and financial reforms carried out by Henry II and the extent to which his reforms strengthened the English monarchy after the dislocation caused by the conflict between King Stephen and the Empress Matilda. The complex nature of the English legal system, its different courts and the various methods of holding trials were all addressed by the Assizes of Clarendon (1166) and Northampton (1176). These standardised testifying under oath, allowed sheriffs greater freedom to pursue suspects, and permitted trial by water for serious crimes. After Clarendon discrepancies in the administration of justice were uncovered, which led to an increased role for the itinerant justices. The Court of King's Bench was established as the centre of the new judicial system. Henry needed large sums of money to defend his various territories, which led to the reconstruction of the workings of the Exchequer and a more effective system of auditing sheriffs' returns. The King also recovered royal lands lost by Stephen, used the Barons' Returns to update payment of knights' fees, and replaced most sheriffs with loyal civil servants. A simple descriptive outline of some financial and legal reforms will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Those who offer some focus on the key features of the reforms will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the importance of Henry's reforms and the way in which these strengthened the monarchy, though the answer may be unbalanced, with more emphasis placed on the legal reforms. At Level 5 there will be some attempts to evaluate the significance of Henry's reform programme, perhaps with some consideration of the need to revive royal power after the civil conflicts of Stephen's reign.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the growing opposition of the English barons to the Angevin monarchy and the significance of the financial demands made since 1189 in causing the revolt of 1214-15. Answers may refer to the massive amount of money raised for the Third Crusade and for defending and recovering the Angevin Empire. Richard I sold large numbers of offices, seized estates and replaced many sheriffs. These measures raised £31,000 in 1190, twice as much as the previous year. John continued this process. He made huge financial demands on the barons, placing many of them in debt in his attempt to recover Normandy. He aggressively pursued his feudal rights, exploited royal justice with huge fines, and sold offices to the highest bidder. The importance of these financial exactions was shown in Magna Carta, with clauses designed to limit the king's feudal rights and revenues, and to establish the principle that taxation needed consent. A simple descriptive outline, perhaps focused on John's relations with the barons, will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Those who offer a causal analysis will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the importance of royal financial demands, though the answer may be unbalanced. Other relevant factors include the changing power relationship between the monarchy and the barons, and the growth of the so-called Angevin despotism. At Level 5 there will be some attempts to evaluate the significance of the demands for money, perhaps setting these within a</p>	30

	broader context.	
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**A4 From Black Death to Great Revolt: England, 1348-81**

Question Number	Indicative content	Mark
7	<p>The question is focused on the thirty years after the Black Death reached England in 1348 and its impact on England. Answers may refer to existing social and economic conditions in mid-14<sup>th</sup> century England, especially overpopulation and growing urbanisation. Overcrowding, primitive sanitation, polluted rivers and inadequate cesspits, all of these allowed the Black Death to spread rapidly: in London perhaps 30,000 people died out of a population of 70,000, and there were similar mortality rates in other large cities such as Bristol. The plague was often carried by ships, thus affecting the coastal towns and ports disproportionately. There were also exceptionally high death rates in isolated communities such as monasteries, nunneries and prisons. This, coupled with a cold winter, provoked an outbreak of pneumonic plague. There were also plague outbreaks in 1361-4, 1368, 1371 and 1373-5. These were apparently especially virulent among boys and young men, with profound consequences for the reproductive cycle. An answer which is narrative though accurate in form and describes the geographical spread of the plague should be marked in Levels 1 and 2, and progression will depend on the range and depth of relevant material. Responses at Level 3 will begin to address the impact of the Black Death but may include significant narrative or descriptive passages. At Level 4 candidates will offer reasonable range and depth of material and will address reasons for the profound impact of the plague. Answers which focus on the given period, noting changes in the nature and impact of the Black Death, and placing the plague's outbreak within the context of existing social and economic conditions, will access Level 5.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on Peasants' Revolt of 1381, and the significance of hostility towards the power of the landowners as a causal factor. Peasant resentment of the landowners had grown rapidly since the Black Death. The Statute of Labourers was seen as one part of a policy to maintain traditional feudal rights, which a growing number of peasants were refusing to render. The revolt was centred on Essex, East Anglia and Kent, where there were many small free and near-free landholders who resented the power of their manorial lords. One of the chief demands of the peasants in 1381 was the abolition of villeinage and of labour legislation, and violence in the counties was largely aimed at the agents of royal and noble authority. Candidates can also consider other reasons for the outbreak of the revolt. These include opposition to the Church, with some calls for the confiscation of Church lands; anger at the continuing financial crises which led to the poll taxes; and concern at recent military setbacks which exposed the south coast to French and Castilian raids. A simple description of some peasant grievances, perhaps centred on landholding, will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. At Level 3 answers will begin to focus on the bitter relations between peasants and their lords, but will include significant passages of narrative or descriptive material. Responses at Level 4 will clearly address the stated factor, and may well consider other relevant factors, especially the poll taxes of 1377-80, but the answer may be unbalanced. At Level 5 will be those who attempt to evaluate the growing divisions between different social classes along with other factors within a reasonably balanced response.</p>	30



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

Question Number	Indicative content	Mark
9	<p>The question is focused on Anglo-French conflicts in the given period, and the extent to which Henry V was responsible for the remarkable successes of the English forces. Answers may consider the 1415 campaign through the fall of Harfleur and the victory at Agincourt, and Henry's diplomatic activity of 1416 which the Emperor Sigismund and John the Fearless of Burgundy. The campaigns of 1417-19 led to the reconquest of Normandy, the investment of Paris and the conclusion of the Treaty of Troyes in 1420 on terms which were completely favourable to the English. Henry can be credited with substantial skills of military leadership and meticulous planning, the ability to raise large sums of money to keep his armies in the field from 1417-20, his skilful diplomacy and the ruthless pursuit of his ambitions in France. A simple description of events, perhaps focused on the campaigns of 1415-20, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will begin to focus clearly on the leadership of Henry V, though this may be linked to military activity only, and there will be significant passages of descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate material, and will address arguments both for and against the stated view to some degree. They may set Henry's skilful leadership against the weaknesses and the divisions within the French ruling élite, though there may be imbalance between the arguments. Those who can develop alternative arguments in a broadly balanced response will access Level 5, with the best attempting to compare and evaluate them, or link them into an overall judgement.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on events in both England and France after the death of Henry V in 1422, and on the reasons for the gradual loss of English territories in France to 1453. Answers may consider the problems related to the minority of Henry VI, including the divided leadership of Bedford in France and Gloucester in England. Initial successes in France in 1423 were not maintained, and over the next ten years England suffered significant setbacks, including the death of Salisbury in 1428, the coronation of the Dauphin at Reims in 1429, and the intervention of Joan of Arc. The failure of the peace conference at Arras in 1435, along with the death of Bedford and the defection of Philip of Burgundy, weakened the English cause significantly, and were factors in the loss of Normandy and the final defeats of 1453. A simple descriptive outline focused on military activity will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Those who offer a causal analysis will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the reasons for the losses in France, with some attempt to consider the poor leadership of the English forces, and the minority and weak government of Henry VI. English weaknesses might be compared with the renaissance of French military and political power. At Level 5 there will be an attempt to evaluate a range of reasons for the collapse of Lancastrian France.</p>	30

**A6 The Wars of the Roses in England, 1455-85**

Question Number	Indicative content	Mark
<b>11</b>	<p>The question is focused on the early years of the Wars of the Roses, and the role of the Duke of York in the growing conflict. York played a central role in events between 1453 and 1460. He had some success in restoring order in the north during his first protectorate in 1454, but after his removal he came in force to the royal court at Leicester. He defeated royal troops in the first battle of the war, at St. Albans in May 1455, and by the end of the year he was protector once more, this time for three months. Over the next few years both sides built up their forces until in 1459 the Yorkists were defeated at Ludford Bridge and York was attainted as a traitor. He fled to Ireland but returned in 1460 after Yorkist forces had defeated the king at Northampton. His claim to the throne was rejected, and he had to be content with the Act of Accord. Finally, in December 1460 he was defeated and killed at Wakefield. A simple descriptive outline of events such as these will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. At Level 3 candidates will begin to address the issue of causation, but there may be considerable passages of narrative. At Level 4 narrative will be subordinated to a clear causal focus on the issue of York and his ambitions, which may extend from York himself to the aims of his supporters and members of his family. Other relevant factors may be addressed, including the King's incapacity, the Crown's financial weakness, and local rivalries among the nobility. At Level 5 there should be some attempt to weigh the issue of York's ambitions, possibly balancing these against the actions taken by Margaret of Anjou to protect the interests of her husband and her son.</p>	30

Question Number	Indicative content	Mark
<b>12</b>	<p>The question is focused on the course of events between Warwick's rebellion of 1469 and Henry Tudor's defeat of Richard III at Bosworth in 1485, and on the significance of foreign support in determining the final outcome of the Wars of the Roses. Warwick's growing disagreements with Edward IV, notably on foreign policy, led to his failed rebellion of 1469 and his flight to France. Louis XI suggested an alliance between Warwick and Margaret of Anjou, and plans were made for an invasion of England in the autumn of 1470. His initial success caused Edward IV to flee to Burgundy, where Charles the Bold provided funds and an army for Edward's own invasion of 1471, leading to the Battle of Barnet and Warwick's death. In 1483 Henry Tudor carried out a failed invasion from Brittany. After his flight to France he was joined by disaffected Yorkists, and in 1485 made a successful landing in England thanks to the provision by the French of a fleet and a force of mercenaries. A simple descriptive outline of events, perhaps focused on Henry Tudor, will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Those who offer a causal analysis will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the significance of foreign involvement during the period. At Level 5 there may be an attempt to set the importance of foreign involvement into a wider context of the dynastic struggles in England.</p>	30

## A7 The Reign of Henry VII, 1485-1509

Question Number	Indicative content	Mark
13	<p>The question is focused on the threats posed to Henry's security by Yorkists and their sympathisers, and the extent to which they threatened Henry throughout his reign. The first sign of Yorkist disaffection came with the rebellion of Lovell and the Staffords in 1486, but far more serious was the Simnel rebellion of 1486-87. This involved Lincoln and Lovell, Margaret of Burgundy and the Yorkist stronghold in Ireland; and the rising was only defeated when Henry was forced into battle at Stoke in 1487. The Warbeck conspiracy was serious because it gained foreign support, notably in France, Burgundy and Scotland, and threatened Henry throughout the 1490s. Finally, the de la Poles remained a potential menace until Philip of Burgundy handed Suffolk over in 1506. A simple description outline or narrative of events will be marked within Levels 1 and 2, and progression will depend on the range and depth of material. At Level 3 candidates will begin to focus on the nature of the Yorkist threat, though the answer may include significant passages of descriptive or narrative material, possibly on Simnel and Warbeck. At Level 4 answers will consider whether the Yorkist threat changed over time, but the response may lack balance. At Level 5 there will be a clear evaluation of the threat to Henry's security posed by the Yorkists, with an assessment of the extent to which this threat changed over the course of his reign.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the key features of the relationship between Henry and the nobility and the extent to which Henry pursued a policy of ignoring or sidelining them. There were no over-mighty subjects who could threaten Henry's position in 1485, but Henry remained suspicious of the nobility as a whole throughout his reign. He implemented various measures to control them, including action against retaining, the systematic use of bonds and recognisances, and the widespread use of attainders which were only partially reversed. The Council Learned in Law was used to investigate noble infringement of royal rights. Henry also promoted new men such as Empson, Dudley and Bray to key positions in government. However, the nobility remained important in the government of the country. They were members of the King's Council, and, in the absence of a standing army, played an essential role in overseeing local government, especially in distant outlying areas. A simple description of some aspects of Henry's policy will be marked within Levels 1 and 2, and progression will depend on the range and depth of material. At Level 3 candidates will begin to focus on the relationship between the king and the nobles, but answers may include significant passages of narrative and descriptive material. At Level 4 answers will consider the nature of Henry's policies, though the answer may lack balance. At Level 5 there will be a clear attempt to evaluate Henry's attitude towards the nobility and to draw conclusions on the extent to which the king's policy was aimed at reducing noble power.</p>	30

