

Candidate 1

The candidate evidence has achieved the following marks for each element of the coursework assessment task.

Dissertation title: To what extent was Edward I's political decisions the main reason for his failure in conquering Scotland?

Structure: Introduction

The candidate was recognised as working within the **30-34 mark range section of the grid** because:

- ◆ they provided a relevant and functional introduction
- ◆ the candidate clearly set the issues of their topic in context. However, this was done in such depth that the candidate did not prioritise interpretations, look at the historical debate or suggest a line of argument, which would have enabled the dissertation to move further up the grid

The candidate was recognised as working within the **30-34 mark range section of the grid** because:

- ◆ they clearly established the main interpretations for their dissertation topic

However, there was no attempt to prioritise these interpretations or establish a line of argument and no evidence was included regarding the historical debate which exists over these issues.

Structure: Conclusion

The candidate was recognised as working within the **30-34 mark range section of the grid** because:

- ◆ their conclusion made an overall judgement on their issue regarding reasons for Edward I's failure to conquer Scotland

The candidate stated 'overall it was Edward's political decisions that were the main reason for his inability to fully conquer Scotland. Edward had many opportunities to make political decisions that could have enabled him to take control of the country while possibly gaining support and acceptance of the Scots. He was faced with a country in 1296 that had no ruler and if he had given more thought to finding ways of gaining control without the urgency and forceful tactics he used, he may have found himself in a very different position. Edward continued to make these same mistakes in his quest for control, something he eventually recognised and tried to amend, but it was too late.'

However, while the candidate brought together the key issues concerning their topic, they did not evaluate these, or provide synthesis.

Instead, a summary of the key issues was provided without forming further links:

'The military tactics used by Edward caused serious discord among the Scottish people. The fact his attentions were not fully focussed on Scotland and important military decisions were left to others resulted in small rebellions that led to large uprisings. If these had been stopped at the earliest opportunity by Edward then serious military campaigns, such as Stirling Bridge, may never have happened. By doing this the significant leaders who inspired the Scots to fight for their freedom, including, Wallace, Murray and Bruce, may never have become important. However, even if this was the case squashing the Scots by using force would still not guarantee that the Scots would accept Edward's rule or stop trying to remove him and the English from their lands.'

Thoroughness/ relevance of Information and approach

The candidate was recognised as working within the **25-29 mark range section of the grid** because:

- ◆ they provided sufficient knowledge to demonstrate a basic understanding of the issues involved and their factual content was linked to their question of Edward attempting but ultimately failing to conquer Scotland

Regarding the Great Cause, the candidate noted *'Edward's first tactic was to get the main claimants to pledge allegiance to him and recognise him as overlord of Scotland prior to making his final decision. He also interfered in the proceedings when he was only supposed to have an advisory role. Edward has agreed that the process of choosing the new king would be quick but he did not make a final decision for a year, instead travelling around Scotland gaining more oaths of loyalty and taking control of some lands and castles. The presence of the English army and the demands that Edward made before agreeing to reach a decision did not please the Scottish Guardians or many of the noble families and there was suspicion regarding Edward's intentions.'*

The candidate lacks the width and depth of knowledge which would allow them to move up the grid had they included details of the court case, reasons for the delay etc.

Analysis, evaluation and line of argument

The candidate was recognised as working within the **30-34 mark range section of the grid** because:

- ◆ they do provide evidence of understanding the evaluative aims of their question and there is evidence of a fairly sustained analysis throughout their dissertation

Regarding the English invasion of Scotland in 1296, the candidate noted: *'An agreement, 'The Auld Alliance', was made between Scotland and France in 1296 stating that both countries would support each other against England. This was not something Edward had considered as he felt he had control over Scotland already but this was not the case. If Edward had realised the national pride the*

Scottish people held the he may have made better political decisions. As it is, Edward's domineering attitude towards King John and the Scots was poorly judged as it led to rebellious attitudes. Therefore, it is clear that these political decisions were the main reason for his failure to fully conquer Scotland.'

The candidate's fairly sustained analysis is evident in different sections of the dissertation. For example, over the Scots rebellion at Stirling Bridge, the candidate noted that: *'By over-estimating his own military tactics and under-estimating the Scots' tactics, Edward failed to defeat the Scots. If he had addressed the small uprisings at the start these could not have developed, ultimately leading to the Scots' victory at the Battle of Stirling Bridge. Edward's political decisions and ambitions could still be considered as the main factors leading to him losing control of Scotland. It was these decisions that ultimately caused the discord among the Scots and caused the unrest which led to the uprisings in the first place.'*

However, the candidate does not demonstrate an assured and consistent control of the arguments and issues or consider the various implications of the question which would have allowed them to move up the mark grid.

Historical sources/ interpretations (use of historians)

The candidate was recognised as working within the **25-29 mark range section of the grid** because:

- ◆ they showed some awareness of historians' interpretations in relation to the issue

A good example of this was: *'Conversely, Prestwich defends Edward's actions through the argument that during this time period a king could never have enough power. He was from an age where it was expected that he gather as much influence as he possibly could, and gaining Scotland would quench this need.'*

The candidate used the ideas of a historian to counter the point they made about Edward demanding Scottish participation in his French wars due to his belief that the Scottish king was too weak to resist. However, there was no evidence of the awareness of historians' arguments which was needed to move up the mark grid. Nor does the candidate acknowledge potential awareness of variations or connections between different historians' interpretations.

Another example of the candidate working within the **25-29 mark range section of the grid** can be seen from a point about the battle of Stirling Bridge where the candidate uses an historian to provide an opinion on why the English lost the battle: *'Edward was humiliated and Wallace and Murray were recognised as the Guardians of Scotland. David Santiuste is of the opinion that this defeat came largely because it was not Edward himself leading the battle and he put his faith in the wrong man as 'his obsession with the French campaign, had undoubtedly hindered his administration's efforts in Scotland.'*

Again, there is no evidence of any awareness of historians' arguments which would have moved this candidate up the grid. Nor does the candidate acknowledge potential awareness of variations or connections between historians' interpretations.

The candidate was also recognised as working within the **25-29 mark range section of the grid** because:

- ◆ they used historians as illustrative points of knowledge rather than utilising their interpretation of events or arguments

For example, when discussing Scottish rebellions against English overlordship, the candidate noted: *'However, the Scottish people were furious and many were hoping an opportunity would arise that would allow them to take their country back, as they began to conduct small uprisings. Michael Brown states '...identifiable aliens were killed and driven out by groups of locals led by knights and townsmen'. These attacks by the Scots were not taken seriously enough, allowing them to grow.'*

Historical sources/ interpretations (use of primary sources)

The candidate made clear reference to at least one primary source. Examples of this include their use of the Treaty of Birgham (1290) to prove that the Scottish Guardians had been concerned over their independence during the marriage negotiations with England and they were suspicious of Edward's intentions. The candidate has embedded the treaty's terms into their analysis: *'While negotiating the marriage agreement between Margaret and young Edward, the Scottish Guardians were concerned about Scotland's independence and the Treaty of Birgham stated that Scotland would be 'separate, free in itself and without subjection.'*

The candidate has also used chronicle evidence to support their analysis regarding Edward's actions in Berwick in 1296: *'Edward attacked the town, brutally and fiercely. 'When the town had been taken in this way and its citizens had submitted, Edward spared no one, whatever the age or sex, and for two days streams of blood flowed from the bodies of the slain, for in his tyrannous rage he ordered 7,500 souls of both sexes to be massacred.'*

The candidate has then gone on to analyse, with reference to a historian, the effects of Edward's actions on his attempts to control Scotland.