

Candidate 2

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

Dissertation title: Why despite their defeat at Falkirk were the Scots able to maintain their resistance to Edward I?

Structure: Introduction

The candidate was recognised as working within the **35-39 mark range section of the grid** because:

- ◆ they provided a relevant introduction, with a clear and specific if concise section providing context for their issue

The candidate was also recognised as working within the lower area of the **35-39 mark range section of the grid** because:

- ◆ they provided the main interpretations of their issue and suggested a line of argument. However, this was not clearly developed and they did not look at the debate among historians, which would have allowed them to move up the grid.

Structure: Conclusion

The candidate was recognised as working within the **40-44 mark range section of the grid** because:

- ◆ they made an overall judgement on the issue of why the Scots were able to maintain their resistance to Edward I even after defeat at Falkirk:

'The combination of leadership from the Guardians in Scotland the efforts of the French and the papacy can be seen as the most significant reasons why the Scots were able to continue their resistance. Although the support from the continent was only temporary and likely motivated by the self-interest of foreign powers it gave the Scots an advantage over the English. The issuing of Scimus Filli and the Treaty of Asnieres can be seen as having a minimal impact long term and given that John Balliol never returned, their efforts to have him freed from English custody can be seen as insignificant. However as two of the most important powers in medieval Europe they were significant allies who strengthened the Scottish cause. Without their backing the Scots may have surrendered much sooner.'

The candidate was recognised as working within the **40-44 mark range section of the grid** because:

- ◆ they made their judgement based on the synthesis of ideas from across their dissertation
- ◆ There is also evidence of an evaluation of the key issues from their dissertation

For example: *'rather than looking to defeat the English the main aim of the Scots was to prolong their resistance for as long as possible. There was little hope of a major set piece Scottish military victory due to the weakened state of the army but that does not mean that the military efforts of the Scots should be regarded as unimportant. Their efforts at Caerlaverlock, Roslin and Stirling show a true determination to resist the forces of Edward I and suggest that there were brief moments of hope for the Scottish forces. Ultimately though they could never be the force that they once had been and their contribution to the Scottish resistance could never be anything but minimal. However, the English were also weakened in the years after Falkirk, Edward I plans were seriously hampered by his lack of funds and his attention being divided between his forces in Scotland and France, the Scots were fortunate to not have to face the full force of Edward I. Although, once again this can be seen as only delaying the inevitable, it created opportunities for the Scots to continue their resistance. Perhaps more significant to the success of the Scottish resistance was the leadership provided by the guardians.'*

Thoroughness/ relevance of information and approach

The candidate was recognised as working within the **40-44 mark range section of the grid** because:

- ◆ they provide evidence of a fair quantity of research, demonstrating width and depth of knowledge, for example concerning French support for the Scots:

'Despite this one of the greatest achievements of the French which helped Scottish resistance to Edward I was the Truce of Asnieres agreed in January 1302. It was due to the success of Bishop Lamberton that the Scots were included in the deal which agreed that for nine months as long as no Anglo-French deal was reached, there would be no attack on Scottish lands by the English. (3) This allowed the Scottish resistance time to recuperate, improve their military and increase their support.'

This also highlights how the candidate linked the points of knowledge to analysis or evaluation of their overall title. Another example of the width and depth of detail can be seen when the candidate examined Edward I's problems at home which distracted him from the Scottish situation. Regarding Edward's increasing demands for military service from his subjects: *'In 1300 the relationship was strained further by Edward's continuing demands for military service. He looked to extend the obligation of military service to men owning land of £40 but this caused outrage at parliament. This resulted in Edward being unable to demand service from these men and only being able to ask them to join his campaign in Scotland that summer.'*

Analysis, evaluation and line of argument

The candidate was recognised as working within the **40-44 mark range section of the grid** because:

- ◆ they provide an assured and consistent control of the arguments and issues which remains clear and directed throughout the essay

Regarding the French truce of 1302 the candidate noted that the Scots' inclusion in the deal with England '*allowed the Scottish resistance time to recuperate, improve their military and increase their support. It also showed that the French were willing to include the Scots in their own diplomatic efforts to resist Edward. However, the truce also allowed the English time to consolidate their plan for Scotland. The truce in fact done very little to strengthen Scottish resistance long term and it could be argued that its greatest achievement was delaying the Scottish surrender. However, to the Scots at the time the truce must have been seen as proof of the strength of the support they had from France and given them hope. It would be said that the war between England and France was perhaps more important in terms of helping maintain Scottish resistance than the truce as it distracted Edward from Scotland.*'

Another example of their assured and consistent control of the arguments and issues which remains clear and directed throughout the essay can be seen regarding Edward's problems maintaining his army: '*Therefore despite being victorious at Falkirk Edward's struggles to keep his subjects on side meant that his army was unable to maintain its momentum. As a result, the Scottish resistance found they were able to take advantage of Edward's weakened position. Edward had to be mindful not to push too hard for taxes or military service as it may have led to his own nobles turning on him particularly as there were already hostilities between the two regarding the division of Welsh lands and the boundary review of the Royal Forest. This combined with his war in France meant Edward was both weaker militarily and distracted from Scotland. This gave the Scots an upper hand as despite some internal disputes amongst their leadership they were able to focus solely on their efforts to resist the English. If it were not for Edward's weakened state, he may have been a much harder force to maintain resistance to and the Scots could have been forced into a surrender much sooner than 1304.*'

Historical sources/ interpretations (use of historians)

The candidate was recognised as working within the **30-34 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 '*Philip IV gave support and recognition to the Scots and although he never provided them with military reinforcements, the French were an important source of diplomatic aid. This helped restore faith in the Scottish resistance after Falkirk and gave the Scots the confidence to continue their struggle. However, Michael Haskell has argued that the Scottish efforts in*

France used up scarce resources and so were perhaps not entirely helpful to the resistance. (2) Despite this one of the greatest achievements of the French which helped Scottish resistance to Edward I was the Truce of Asnieres agreed in January 1302.'

The candidate used the ideas of a historian to counter the point they had already made about the importance of French support to the Scots maintaining their resistance to Edward I following Falkirk. However, there was no evidence of awareness of different historians' arguments needed to move up the grid. Nor does the candidate acknowledge any potential awareness of variations or connections between historians' interpretations.

Historical sources/ interpretations (use of primary sources)

The candidate made clear reference to at least one primary source. Examples of this include the excellent use of the Scimus Filli to support claims that the papacy briefly sided with the Scots against Edward I in the years after Falkirk. The candidate noted: *'From 1299 Pope Boniface VIII made it clear that he disapproved of the actions of Edward I claimed there was no real justification for his attempt to subdue Scotland. The pope wrote to the English king issuing the bull Scimus Filli which declared that 'from ancient times the kingdom of Scotland belonged to the Roman Church and is known to belong to it still.'*

The candidate also used a contemporary poem to highlight attempts by the Scots to maintain their resistance to Edward I after Falkirk: *'In 1300 the Scots attempted to hold out against Edward's force at the siege of Caerlaverock Castle despite being greatly outnumbered. The Scots boldly defended the fortress until 'they begged (the English) that they would do no more to them, for they would give up the castle to the king and throw themselves upon his mercy.'* None the less the siege demonstrated the determination to continue the resistance and not surrender easily.'