

AS HISTORY 7041/2B

The Wars of the Roses, 1450–1499

Component 2B The Fall of the House of Lancaster, 1450–1471

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

The Wars of the Roses, 1450–1499

Component 2B The Fall of the House of Lancaster, 1450–1471

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the dispute between the Yorkists and the Crown in 1459? **[25 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the speech purports to be the words of the Earl of Warwick, a prominent and influential Yorkist and a key figure in the dispute of 1459
- the timing of the speech links it specifically to the events at Ludford Bridge at a time when it was important for the Yorkists to portray themselves as innocent of treason and wronged
- the abbot of St Albans was in a position to know the Yorkist lords and witness first-hand many of their 'political' actions
- the tone appears to suggest humility but this hides a clear determination to fight a cause.

Content and argument

- the Yorkists had previously been pardoned for the events at the First Battle of St Albans and official blame had been placed on Somerset
- the Yorkists, and those seen as sympathetic to them, were not invited to the Great Council meeting in June 1459. This sparked their resort to arms
- the speech is careful not to blame the King directly for the misfortunes of the Yorkists. This would have been seen as treasonous so it was safer to blame those around him
- it seems that the vagueness regarding opponents and reference to the 'group of men' carefully rules out implicating Queen Margaret, even though she was at the centre of opposition to the Yorkists.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- this source portrays the official record of events from a parliament that was predominantly Lancastrian (later known as the 'Parliament of Devils'). This gives the source an anti-Yorkist slant
- the timing and occasion of the source means that it offers first-hand evidence of the dispute in 1459. The account was written after the apparent destruction of the Yorkists – from the vantage point of 'success'
- the account is directed to the King and is designed to flatter him by emphasising his own reasonableness and mercy, qualities Henry VI much respected
- whilst the tone appears 'official', there is much here to reflect the justice of the Lancastrian cause.

Content and argument

- the presentation of the court as even-handed can be questioned by consideration of the events at the Loveday and what the Yorkists were forced to do
- the defection of prominent soldiers, such as Andrew Trollope, led the Yorkists to flee from Ludford Bridge
- the Yorkist lords continued to hold lands and offices from the Crown, although these had been slowly reduced following the end of the Second Protectorate
- the claim that York sought to replace Henry VI on the throne is questionable as there is no evidence to support this until his claim the following year in response to attainder.

In arriving at a judgement as to which source might be of greater value, students might well consider that both sources are highly partisan in nature and together demonstrate clearly the divisions that led to dispute and the stark contrast in interpreting them. Although Warwick had a vested interest in portraying himself as aggrieved in Source A many of his complaints can be substantiated, while Source B may well be seen as little more than an attempt to rewrite history. However, it is plausible to argue that Source B is more valuable in laying out why the Yorkists needed to be punished as a result of their dispute with the Crown.

Section B

02 'The outcome of the Battle of Towton left the House of York completely dominant.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that the outcome of the Battle of Towton left the House of York completely dominant might include:

- major Lancastrian leaders were killed at Towton which was a bloody but decisive victory for the Yorkists
- the victory at Towton was widely interpreted as God's verdict in favour of Edward's claim. He was young, charismatic and personally brave; all traits admired in contrast to the failings of Henry VI
- the large military force gathered by Edward IV (most notably from the Nevilles, Bouchiers and Mowbrays) demonstrated support for the Yorkist cause
- the victory in the north reduced the power of Northern lords, like the Percy and Clifford families. The victorious Yorkists were in a position to impose themselves on the North.

Arguments challenging the view that the outcome of the Battle of Towton left the House of York completely dominant might include:

- the Lancastrian royal family had survived the battle and had fled to Scotland where the Yorkists could not immediately follow
- the Lancastrian army had been heavily defeated but nobles like Jasper Tudor, the Percy family, and Somerset, among others, remained committed to its cause
- the majority of the nobility had not actively supported the Yorkists in 1461 and their passive submission was not yet positive support. The victory left the House of York dangerously indebted to the Nevilles
- the Lancastrian cause found active support in Scotland, and France could be expected to aid Margaret of Anjou in her struggle.

In conclusion, answers may well consider that the House of York was in a very strong position after the Battle of Towton but that it was, by no means, completely dominant. The Lancastrian royal family remained at large and Henry VI was not captured until 1465. Lancastrian resistance continued until at least 1464 and the cost of securing the support of the Nevilles was dangerously high for the House of York.

- 03** 'The Earl of Warwick's mistakes were the main reason for the collapse of Henry VI's rule in 1471.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that the Earl of Warwick's mistakes were the main reason for the collapse of Henry VI's rule in 1471 might include:

- Warwick forced Burgundy's hand by declaring war, which led the Duke to provide support to Edward IV's invasion plans
- Warwick initially refused to give battle to Edward and withdrew within the walls of Coventry. This timidity lowered the morale of his men and provided an opening for Clarence's defection
- Warwick's poor relations with Margaret of Anjou and traditional Lancastrians, despite the Angers agreement, reduced their willingness to fight for him. Many were happy to wait for the Lancastrian queen's return
- Warwick's failure to control his forces at Barnet adequately led to personal disaster.

Arguments challenging the view that the Earl of Warwick's mistakes were the main reason for the collapse of Henry VI's rule in 1471 might include:

- Edward IV took decisive action in 1471 to destroy Henry VI's regime. He acted swiftly, secured the support of London and decisively defeated his enemies at the battles of Barnet and Tewkesbury
- Burgundian men and money were key to Edward's initial return. In contrast, Louis XI of France delayed Margaret of Anjou's departure
- tensions were never resolved – especially over landownership and offices – between the restored Lancastrians and those previous Yorkists who had initially accepted Henry VI's rule
- the weakness of the Lancastrian cause, including the clear limitations of Henry VI, his regime, and the poor timing of Margaret and Prince Edward's return brought collapse.

In conclusion, answers may well consider that given his longstanding support of the Yorkist cause, the Earl of Warwick was always an unconvincing proponent of the Henry VI's rule in 1471 and this weakened it. The traditional Lancastrians did not fully trust him and were not keen to support him. They mostly held back until their natural leaders returned. Warwick's desire to secure the backing of Louis XI ultimately undid his regime by prompting the Burgundians to aid Edward IV's return and Edward was able to exploit the known weaknesses of his cousin and former ally to the full.