
A-level HISTORY 7042/2B

Component 2B The Wars of the Roses, 1450–1499

Mark scheme

June 2021

Version: 1.0 Final



2 1 6 A 7 0 4 2 / 2 B / M S

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 Examiner.

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.

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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.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying Warbeck's threat to Henry VII.

[30 marks]

Target: AO2

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

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- 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.

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

Provenance, tone and emphasis

- the source may hold value as it is written by Perkin Warbeck to justify his claim to the throne – therefore, you would anticipate he will outline in great detail the nature of his claim and therefore the scale of threat to Henry VII
- the tone of the source is very confident, which may suggest the certainty of Warbeck's claim and his ability to act upon this, which may hold value as he has recently negotiated the support of James IV, including a marriage. Therefore, the source could be deemed as valuable in understanding the threat against Henry was significant
- the tone is also very critical of Henry, both in terms of his claim and his financial policies. This may hold value as critique of these two aspects were the most common
- the emphasis of the source is on Warbeck's right to the throne which may hold value as it identifies that Henry's claim was still being questioned in 1496 (ie a decade after his reign began) in preference for a Yorkist candidate.

Content and argument

- the source may hold value as it identifies that Henry's weak claim was used against him by Warbeck to garner support. This was a key way in which Warbeck threatened Henry as it allowed him to gain the support of Margaret of Burgundy, the Holy Roman Emperor and even domestic support from Sir Robert Clifford
- the source may also hold value as it identifies financial policies that were seen as unnecessarily harsh and this was another way in which Warbeck could threaten Henry's support. For example, his use of bonds and recognisances were thought to be the most severe of any later medieval monarch
- the source may be limited in value as although there is mention of armed support for Warbeck, the invasion only lasted four days and the Scots retreated – and so the source fails to acknowledge the failure of this support, suggesting the threat Henry faced was more severe than it arguably was
- the source may also be of some value for identifying that Warbeck bases his claim to the throne in religious terms. By claiming the support of God, it could increase the threat.

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

Provenance, tone and emphasis

- Raimondo provides a largely factual account for the Duke of Milan. The letter's contents demonstrate that he was keen to acquire information from both King Henry and from hearsay to convey it to his master. This might increase the source's value. Raimondo is not a subject of Henry VII, so more dispassionate in his appraisal
- Raimondo was in direct contact with Henry and has an insight into Henry's presentation of himself, which is arguably valuable
- the tone is praising of Henry's wisdom and fiscal policies as a source of his stability. This might be seen as subjective or showing superficial understanding. It could be suggested that his financial policies alienated some of the nobility who, as a result, supported Warbeck.

Content and argument

- identifies that the Scots supported Perkin Warbeck and that Henry defeated them. This is valuable, although the extent of the threat and the aftermath are not explained, nor is the impact of the Perkin Warbeck threat on Henry's foreign policy
- identifies that 'the King of Scotland retreated not very gloriously'. This is valuable as the invasion attempt only lasted four days and they were forced to retreat due to the English force led by Lord Latimer
- identifies Henry's diplomacy via the agreement for marriage between Prince Arthur and Catherine of Aragon which suggests Spain did not take the threat from Warbeck seriously. In addition, it also suggests the betrothal was not crucial for the stability of the kingdom, which further suggests that Henry was able to achieve stability despite the threat from Warbeck
- identifies that Henry uses financial policies to create stability and this limited the impact of challenges to his reign. This could be valuable as Henry was rigorous in improving the finances of the kingdom to increase his stability and the extent to which he could be threatened by Warbeck and his allies
- identifies that Warbeck 'vanished into smoke'. Some students may argue this is valuable as Henry VII failed to capture Warbeck for over six years and so Warbeck might be viewed as wily. Even when he was captured by Henry later that year, he apparently attempted escape in June 1498.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- Vergil was in the service of the Tudors and it might therefore be expected that he would downplay the threat or the scale of support for the threat. This, however, does not seem to be the case and therefore the source's value could be viewed more favourably
- Vergil was writing in Henry VIII's reign and may be writing to justify or explain Henry VII's actions – this can be seen in the final two sentences of the source
- the tone suggests Henry VII was suspicious and fearful – taking extreme action against Stanley. This also suggests the instability he may have faced and the extent to which he felt threatened by Warbeck
- there is some emphasis on Henry VII considering the merits of leniency but ultimately choosing definitive action. This could be deemed valuable as his preference for severe punishment suggests a severe threat – further proven by the fact he executed both Warbeck and Warwick.

Content and argument

- the source suggests Henry VII was unable to trust his closest advisors. This could be evidenced further by his increased use of the Privy Chamber, rather than sharing decisions with the nobility
- the source suggests Warbeck received domestic, noble support. This could be argued as over-stated as Warbeck mainly relied upon foreign support to fund and continue his campaign
- suggestion that Yorkist sentiment is still problematic for Henry – may hold value as Margaret of Burgundy persistently supported Yorkist pretenders and claimants to the throne
- demonstrates how Henry VII dealt with nobles who were convicted of supporting other claimants. Henry was notorious for keeping control over his nobility with a series of sanctions (eg bonds and recognisances) – so the notion of Henry using deterrent is a valid one, though executions were rarer.

Section B

- 0 2** How significant was the First Battle of St Albans in the power struggle between the Houses of Lancaster and York in the years 1455 to 1459?

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 supporting the view that the First Battle of St Albans was significant in the power struggle between the Houses of Lancaster and York in the years 1455 to 1459 might include:

- the first Battle of St Albans set a precedent that violence could be used against the King. Although military forces had gathered in larger numbers at Dartford in 1452, matters were resolved without the use of arms, unlike at St Albans. Once violence had been used against Henry VI and the Lancastrians, Margaret of Anjou was able to rally supporters as remaining neutral became less possible
- the political impact could be seen as important. York and Warwick entered London alongside Henry, demonstrating their power and association with the King. York's Second Protectorate was also established and he was able to confirm the positions he had given to the Yorkists previously, eg appointed his brother-in-law, Viscount Bouchier, to be Treasurer and Salisbury was given the role of Chancellor of the Duchy of Lancaster. This shift in who had power increased fear, suspicion and tension
- the death of Somerset led to Margaret of Anjou's increased dominance of the Lancastrian faction. This change in leadership became a key point of Yorkist propaganda and arguably saw an increasingly aggressive policy pursued
- the First Battle of St Albans led to the deaths of key Lancastrian figures and the development of blood feuds.

Arguments challenging the view that the First Battle of St Albans was significant in the power struggle between the Houses of Lancaster and York in the years 1455 to 1459 might include:

- Henry was still accepted as the rightful king. There was a crown wearing ceremony at St Paul's Cathedral to reaffirm his authority and even in the battles that followed, the Yorkists swore allegiance to Henry
- a period of reconciliation was established and a middle party was formed, proving factions were still prepared to work together and the power struggle had not been exacerbated by this
- alternatively, one could argue the rivalries were established before and continued after, the battle and thus nothing really changed. The battle did little to end the bad feeling between the two factions or establish a clear leadership
- York and Warwick were ordered to pay compensation but otherwise went unpunished – suggesting the battle was of little significance, as they were dealt with leniently.

Students may conclude that the battle was significant as it set the precedent that violence could be used to achieve political objectives and go relatively unpunished, therefore increasing the tension and willingness of people to engage in the conflict. Whilst it is possible to suggest that there was a lull in the conflict following St Albans, in military terms, the battle created an opportunity for both sides to reaffirm their positions and increase the scale of conflict in the future. Equally, it can be argued that events such as the Loveday, Blore Heath and Ludford Bridge could be seen as incidental to St Albans and could be used to show that St Albans was not particularly significant in swaying the power struggle. Alternative arguments which are well-supported should be credited.

0 3 'Edward IV's greatest problem, in the years 1464 to 1469, was a lack of noble support.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
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- 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 supporting the view that Edward IV's greatest problem, in the years 1464 to 1469, was a lack of noble support might include:

- Edward had limited noble support at Towton and this was evident in the fact that 'New Men' filled positions usually reserved for the nobility
- by 1469, Edward had lost the support of Warwick, his most powerful noble ally which led to rebellions and further battles
- Edward also lost support from his own brother, George, Duke of Clarence, who became embroiled in the Lincolnshire rebellion
- it could be argued there were still a significant number of Lancastrian nobles who caused Edward problems. For example, Edward pursued a policy of reconciliation to draw in Lancastrians. However, they returned to Henry VI during rebellions in 1464–5.

Arguments challenging the view that Edward IV's greatest problem, in the years 1464 to 1469, was a lack of noble support might include:

- it could be counter-argued that Edward's greatest problem was the unpopularity of his marriage to Elizabeth Woodville. This led to factionalism, including the alienation of Warwick
- Edward's foreign policy could also be viewed as his greatest problem, as Edward pursued anti-French alliances and prepared for war with France. However, he was let down by his allies
- the existence of Lancastrian rivals could be argued as a more significant problem, as Margaret continued to make alliances with other countries, such as Scotland, which Edward then had to counter
- it could be argued the economic condition of the kingdom was more problematic. The Crown was in a huge amount of debt and the country was still suffering from the Great Slump in trade. Therefore, when he raised taxes for a war on France, this provoked rebellions.

In summary, students might choose to conclude that whilst Edward did have a limited amount of noble support, ultimately, he faced greater problems due to the existence of Lancastrian candidates for the throne. Some students may also suggest that Edward began the period with a good deal of noble support, as exemplified in the North where the Neville family were particularly effective in quelling Lancastrian rebellions and that this only became a problem later in the period, as a result of Edward's decisions which led to a revival in support for Henry VI, Queen Margaret and their son.

0 4 To what extent was Edward IV responsible for Richard III's usurpation?

[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.

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- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
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- L2:** The answer is 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 supporting the view that Edward IV was responsible for Richard III's usurpation might include:

- Edward's marriage to Elizabeth Woodville occurred in secret, which led to rumours of previous marriage contracts being believed
- Edward failed to challenge the factions that his marriage to Elizabeth Woodville had created which Richard then utilised to challenge them for control of the Princes
- Edward allowed Richard to gain too much power, eg Palatinate of the North, which may have created greed and a sense of entitlement
- lack of clarity on his death as to who should have control over the Princes which was exploited
- Edward's side-lining of Buckingham meant that on his death, Buckingham was willing to usurp Edward's sons to secure a more powerful position under Richard III.

Arguments challenging the view that Edward IV was responsible for Richard III's usurpation might include:

- Edward could not have foreseen his brother's attempt to seize power; he had always been loyal to Edward and his decision to give Richard power was a pragmatic and successful one
- the usurpation has been argued to be reactionary/unplanned on the part of Richard – demonstrated by the fact the events (ie execution of Hastings, disappearance of the Princes) were such a shock to both the nobility and commonweal, Edward could not be expected to predict this
- whilst Edward IV was alive, factionalism was held in check – so he was unable to predict that this would surface after his death
- Richard had not questioned the legitimacy of his marriage or his children during his reign
- precedent of usurpation had been set.

In summary, students may conclude that the long-term factors which allowed Richard to usurp the throne were established during Edward IV's first and second reign and therefore, he does have some responsibility. However, due to the unpredictability of the events that led up to the usurpation and Richard's previously loyal service, it could be argued that the usurpation was triggered by a series of events which he could not have foreseen or planned for. As ever, credit should be awarded to students for the quality of their analysis and balance and they should not be penalised for focusing on fewer points in more depth.