

**AS**  
**HISTORY**  
**7041/2B**

The Wars of the Roses, 1450–1499

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

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**Mark scheme**

June 2024

Version: Final 1.0



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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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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, which of these two sources is more valuable in explaining why there was conflict in England in the years 1450 to 1452?

**[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 having 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 source was written by Richard of York, one of the main political figures, and most powerful nobles, in England in the years in question
- Richard of York's address was meant to be read out with the purpose of recruiting support for his planned march on London. This happened within weeks of the writing of the address. Shrewsbury was on the Welsh border, an area that was dominated by Richard of York and was therefore likely to be sympathetic to him. It was close to Ludlow Castle, where he was based
- the source needed to be respectful to the King, for example 'King's true servant', to minimise accusations of treason against him and those who joined his army.

### Content and argument

- Richard of York claims that Edmund Beaufort, Duke of Somerset, is the cause of the problems in England
- Edmund Beaufort is explicitly linked to the lost lands in France in 1449 and 1450 and therefore implicitly linked to the disruption that followed the loss of Normandy. This ties him to the deaths of several royal officials and Jack Cade's rebellion. The rebellion was connected to anger about this, although it is also relevant that Somerset did not return to England until August 1450 after it was over
- by late 1450 Somerset was in control of the King's household, so was able to minimise the influence of the Duke of York. His association with their corruption also made him widely unpopular. Thomas Young was placed in the Tower for seeking to confirm Richard of York's position as heir presumptive
- Richard of York presents himself as the wronged party, but he had returned from Ireland without royal permission. He was, contrary to the impression given in the source, a largely isolated figure. Most of the nobility chose not to support him in 1450 and 1452.

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

**Provenance and tone**

- as a petition of parliament, the source is highly valuable for understanding the official version of events promoted by Henry VI's government in 1459
- the parliament of 1459 occurred in the aftermath of the events at Ludford in October 1459, several momentous years later than the incident referred to in the source. It was influenced by Richard of York's actions after 1452. By the time of the parliament, he had failed and fled to Ireland
- the parliament was summoned to formalise the ruin and attainder of the Yorkist lords and their followers. Therefore, there was a need to portray Richard of York as negatively as possible, and make his earlier actions in 1450–52 fit the wider narrative so as to support the case against him. He is described, for example, as 'crafty' and 'malicious'.

**Content and argument**

- Richard of York had repeatedly requested to become the King's chief councillor in the years 1450 to 1452. His justification was largely based on his close blood relationship to Henry VI
- Richard of York raised an army in February 1452 and marched to London with the intention of forcing the King to have Edmund Beaufort declared a traitor. His forces met the King's at Dartford. He had raised this force without permission
- the source accurately notes that the size of the royal forces at Dartford was very large, although it misleadingly exaggerates the direct military role of the King
- the source portrays Richard of York as somebody whose word was worthless and therefore an instigator of disruption. He did take a public oath acknowledging wrongdoing and later broke it.

In arriving at a judgement as to the relative value of each source, students may conclude that the immediate contemporary nature of Source A is valuable in that it presents Richard of York's motives in his own words and presents things how he wished them to be seen. Whereas Source B was written several years later. Alternatively, many of the statements regarding the actions of Richard of York and the oath presented in Source B are objectively correct and were highly disruptive, so the source has clear value. Both sources are also clearly partisan, with much to gain from character assassination of their opponent.

**Section B**

**0 2** 'The Yorkists were motivated by a desire to seize the throne in the years 1459 to 1461.'

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 supporting the view that the Yorkists were motivated by a desire to seize the throne in the years 1459 to 1461 might include:**

- all Yorkist professions of loyalty to Henry VI excluded any reference to his son and heir, Edward. Richard of York had long been connected with rumours denying the prince's legitimacy
- Richard of York's claim to the throne through the Mortimer line was well and widely known. His enemies had accused him of promoting this throughout the 1450s
- Richard of York asserted his claim to the throne upon his return from Ireland in 1460; acting as if he were already king. The Act of Accord established an eventual Yorkist succession
- after Richard of York's death at Wakefield in December 1460, dynastic replacement was arguably the open goal of the Yorkists and the achieved result of the Battle of Towton.

**Arguments challenging the view that the Yorkists were motivated by a desire to seize the throne in the years 1459 to 1461 might include:**

- in 1459, the enemies of the Yorkists, led by Queen Margaret, were seeking to destroy them therefore, they arguably raised armies out of an attempt to preserve their lives
- the Yorkists who had fled to Calais repeatedly denied that they had any other goal than to be loyal subjects of Henry VI. They swore as much to Francesco Coppini, the papal legate
- Richard of York's open claim to the throne in October 1460 caused a major row with the Nevilles, suggesting that the Yorkists had no unified goal
- dominance over the government seemed to be sufficient for the Nevilles. Despite capturing Henry VI at Northampton, they made no move to depose him. Instead, the government was dominated by the Nevilles and their supporters.

Answers may conclude it is highly likely that they were, by this time, committed to achieving a Yorkist succession. This would have allowed them to profess personal loyalty to Henry VI whilst securing a lasting political dominance. The events of 1460, arguably, merely accelerated the plan. Alternatively, it could be argued that it was not their settled will in 1459, that they were motivated by self-preservation and loyal opposition, and it only became a necessity due to the events that had unfolded by 1461.

**0 3** 'The Woodvilles were the most important influence on Edward IV in the years 1464 to 1469.'

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 supporting the view that the Woodvilles were the most important influence on Edward IV in the years 1464 to 1469 might include:**

- Richard Woodville, the Queen's father, became an important member of Edward IV's regime. He became an earl and also treasurer of England
- many members of the Woodville family were married to influential noble families. Elizabeth had many previously unmarried siblings, including Catherine and Mary Woodville. Many of these were married into prominent noble families
- the Woodvilles were strong supporters of Edward IV's alliance with Burgundy. Their prominence was displayed at events like the Smithfield tournament of 1467
- by 1468, the previously dominant Earl of Warwick was avoiding the King's council due to claimed Woodville influence. He complained about the Queen's family in his manifesto of July 1469.

**Arguments challenging the view that the Woodvilles were the most important influence on Edward IV in the years 1464 to 1469 might include:**

- Richard Woodville was the only member of the Woodville family to have any significance in the formal government of the realm
- the Nevilles were the most dominant family in Edward IV's regime during this time. Richard Neville had numerous important offices, including Captain of Calais. His brothers, John and George Neville, were also very prominent
- Edward IV's regime was buttressed by his 'New Yorkist' peerage, former supporters of the House of York ennobled by the King. Most prominent were William Hastings and William Herbert
- Edward IV had adopted a policy of clemency and conciliation that had brought many former Lancastrians into active support for his regime, like the Earl of Shrewsbury and the Bishop of Durham.

Answers may well conclude that despite their visibility, the Woodvilles were not the main influence on Edward IV in this period. The Nevilles and the King's own Yorkist supporters continued to dominate, and the King sought to broaden his political support by reconciling with a wide range of former Lancastrians. Alternatively, it could be argued that through the extensive range of connections forged by the Woodvilles, especially marriages, their influence had become very great by 1469.