



A-level HISTORY 7042/2B

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

Mark scheme

June 2024

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 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, assess the value of these three sources to an historian studying the position of the Lancastrians after the Battle of Northampton in 1460 and before Towton in 1461.

[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

- provenance is especially relevant here as this is an official account of the parliamentary record and therefore represents events as the Yorkist-controlled regime in London wished them to be recorded and with the full force of law
- the parliament at which this was recorded was dominated by Yorkists after their military victory at the battle of Northampton in July 1460 had secured control of Henry VI. Prominent Lancastrians, such as the Dukes of Somerset and Exeter and the Earls of Northumberland and Devon, refused to attend
- Richard of York had returned from exile in September 1460, laid claim to the throne in October and had finally agreed to the Act of Accord, making him and his family the heirs of Henry VI
- the emphasis is on the illegality of the actions of the Lancastrians, with words such as ‘disobedience’ and ‘rebellion’. The implication is that this is treacherous and unpatriotic as it is aiding England’s foreign enemies.

Content and argument

- the Lancastrians were in a weak legal position because resistance to the Yorkist backed London government was classed as rebellious. Thus, leaving them vulnerable to potential attainder and execution
- the Lancastrians were in a weak position because Richard of York was the rightful heir to the throne, as established in the Act of Accord. He allegedly had the full confidence and authority of Henry VI to act in his name in putting an end to ‘rebellion’
- the content and argument are undermined by the fact that the key Lancastrian lords and Queen Margaret (crucially in possession of her son, Edward) rejected the legitimacy of the Yorkist-controlled regime and the Act of Accord
- Richard of York’s threat to the Lancastrians was rapidly ended by his death at the Battle of Wakefield in December 1460.

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

Provenance, tone and emphasis

- Francesco Coppini was the papal legate sent to resolve the disturbances in England. In 1460 he had sided with the Yorkists in exile in Calais and returned with them. He was in London with the Yorkist-controlled regime in 1460 and early 1461
- at the time of writing, Coppini was aware that Richard of York, and Richard Neville, Earl of Salisbury, had both been killed at the Battle of Wakefield. Reports of a northern army preparing to march south to London were widespread
- given that Coppini had so publicly moved to support the Yorkists, justifying their violence at Northampton, and adding legitimacy to their governance, his personal position would have been very difficult if the Lancastrians had taken control of London
- the emphasis is that the Lancastrians have overestimated the strength of their position due to their unpopularity and the popularity of the Yorkists. The Lancastrians, for example, are described as 'arrogant' and 'cruel' whereas the Yorkists are 'honest' and 'honourable'. Coppini also places an emphasis on moral failure and virtue as befits his status and position as papal legate.

Content and argument

- the position of the Lancastrians was not as strong as they thought it was. Although Richard of York and the Earl of Salisbury were dead, key Yorkists remained. Warwick remained in control of London and the Earl of March was amassing forces on the Welsh border. His subsequent victory at Mortimer's Cross supports the claim
- the source claims that the Lancastrians were unpopular with the people. This was the case in London and south eastern England, as had been demonstrated with the Yorkist return to Kent and financial support provided to them by merchants in London
- the source considerably underplays the military position of the Lancastrians. The victory at Wakefield was not an 'unimportant victory' and the Lancastrian forces included a wide range of nobles. Queen Margaret had also arranged an alliance with the Scots. Coppini fled England on 10 February 1461 as the Lancastrians approached London and he did not return
- the claim that Henry VI is on the side of the Yorkists in London and opposed to the Lancastrians is undermined by his actions after the second battle of St Albans.

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

Provenance, tone and emphasis

- members of the author's abbey were very close to the passage of the 'northern' army he refers to as it passed south towards London
- the author was writing in the years 1461 to 1469, during Edward IV's first reign. It is therefore likely that he would present the Yorkists, and Edward IV specifically, in a positive light in comparison to the Lancastrians
- the tone is hyperbolic and one of hostility towards the 'northern' forces. They are portrayed as barbaric. Given the rumours that were spreading and the closeness of the army, the source is clearly panic-stricken
- the emphasis is that the Lancastrian forces were in a strong position as their numbers were very large and they were fuelled by greed and other base emotions. They are described in dehumanising tones such as 'locusts'. The monastic chronicler makes clear moral judgements and draws on religious allusions to emphasise salvation by Edward of March.

Content and argument

- the 'northern' Lancastrian forces were in a very strong position because only Richard of York could stop them, and he had died at the Battle of Wakefield
- the Lancastrian forces had been encouraged to plunder lands near towns such as Grantham and Stamford, both in Lincolnshire. This continued further south, and both the lands of Ely and Saint Albans abbeys were plundered
- the actions, and rumours of the actions, of the 'northern' force prevented the King and Queen from entering London after the Lancastrians recovered him at the second Battle of St Albans. The refusal of the citizens of London to allow Margaret's army to enter London further supports this
- Edward IV was victorious at Mortimer's Cross in February 1461, was proclaimed king in London later that month and marched through Lincolnshire on his way north to Towton in March 1461.

Section B

0 2 To what extent did Richard of York's political position weaken in the years 1453 to 1457?

[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 Richard of York's political position weakened in the years 1453 to 1457 might include:

- the birth of Prince Edward in October 1453 meant that Richard of York could no longer claim to be heir presumptive to the throne and it strengthened Queen Margaret as mother of the future king
- the violence perpetrated by the Yorkists at St Albans in 1455 left them open to retribution and established blood feuds against Richard of York by relatives of those killed, such as the Percy and Beaufort families
- Richard of York's actions between 1453 and 1456, including his opposition to her proposed regency, drove Queen Margaret into active opposition to York, she played a major role in his removal in 1456 and the removal of his supporters from government. In 1457 she was actively promoting her own faction through the Prince's Council
- Richard of York had promised to reform government and royal finances in both protectorates and had largely failed to do so. York's attempts to do this had embittered many of the lords and his rule had bred resentment against him and his Neville allies
- in 1457 the court moved against Richard of York's powerbase in Wales. Prominent Welsh Yorkists like Devereux and Herbert were punished and the Lancastrian Tudors further promoted.

Arguments challenging the view that Richard of York's political position weakened in the years 1453 to 1457 might include:

- Richard of York's military victory at St Albans and the death of many of his bitterest enemies, especially the Duke of Somerset, had, at least temporarily neutered the threat to York from his noble enemies
- Richard of York was less isolated by 1457 than in early 1453, when he and his allies had been targeted at the Reading Parliament, most notably he enjoyed the active support of the vastly wealthy and powerful Nevilles of Middleham
- the recurring illness of the King in 1453–54 and 1455, Richard of York's two periods as protector, and the successes of the First Protectorate added to his political credibility most notably with regard to provision of justice, law and order
- Richard of York continued to enjoy strong popular support among the House of Commons, meaning that the Lancastrians did not attempt to move against him through parliament until 1459
- by 1457, Richard of York was still the King's Lieutenant for Ireland (despite an attempt to remove him), he had been involved in diplomacy with and threatened military action against James II of Scotland, and his close ally, the Earl of Warwick, had taken possession of Calais.

Students may conclude that Richard of York's political position had significantly weakened in the years 1453 to 1457. Although he won some short-term victories over his enemies and temporarily rose to power, he could no longer claim to be heir presumptive, and his extreme actions had made him irreconcilable enemies. Even powerful Neville allies could not fully compensate for this. Alternatively, he was less isolated than in early 1453 when he and his allies had been punished for the Dartford incident of 1452, and he had demonstrated some governing competence, which did offset some of the political losses.

0 3 'The widespread belief that Richard III had murdered the Princes in the Tower was the main reason why he lost the throne in 1485.'

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**
- 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 widespread belief that Richard III had murdered the Princes in the Tower was the main reason why he lost the throne in 1485 might include:

- there was a widespread belief that Richard had organised the murder of the Princes in the Tower; his inability to counter this allegation made it difficult for Richard to retain support. Subsequent misfortune, like the death of his own son, was commonly seen as divine retribution
- belief that the Princes in the Tower had been murdered meant that many who sought their restoration in Buckingham's rebellion shifted to avenging them through Henry Tudor
- Henry Tudor exploited this belief when he made repeated references to Richard III as the murderer of the Princes in the Tower in his correspondence with rebels and potential supporters between 1483 and 1485
- Henry Tudor relied on the belief of the Princes' death when he publicly announced his intention to marry Elizabeth of York, eldest sister of the Princes in the Tower, before beginning his invasion. This gave a promise of unity and was vital in attracting the support of Yorkists who had previously supported the Princes in the Tower.

Arguments challenging the view that the widespread belief that Richard III had murdered the Princes in the Tower was the main reason why he lost the throne in 1485 might include:

- Elizabeth Woodville, mother of the Princes in the Tower, had reconciled with Richard III's regime. She unsuccessfully encouraged her son, Thomas Grey, to return from exile. Elizabeth of York, sister to the princes, may even have considered marrying Richard III
- Henry Tudor used his own heritage, and his mother, Margaret Beaufort's connections, to gain support. He presented himself as the Lancastrian claimant and key Lancastrians, like Jasper Tudor and John de Vere, played prominent roles at Bosworth. They did not care about the Princes in the Tower
- the death of Richard III's only legitimate son and heir, Edward (1484) and his wife (1485), damaged his dynastic position
- Richard III's harsh treatment of opponents, eg execution of Lord Hastings and Duke of Buckingham in 1483, and reliance on 'northerners' had reduced his support by 1484–85
- Richard III's reliance on northern supporters weakened his position at Bosworth; key families were disloyal – most notably, Henry Percy and the Stanleys. This pushed Richard III into reckless actions on the battlefield.

Students may conclude that the widespread belief that Richard III had murdered the Princes in the Tower was fundamentally tied to the usurpation and other events of 1483. These actions created a crisis of legitimacy that he was never able to escape. Most of the support that Henry Tudor accumulated was seeking a restoration of Edward IV's regime through any means available and, given that Edward's sons were believed to be dead, this meant supporting the man who promised to marry his daughter. However, it could be argued that Richard III faced other problems, as well as making choices in government, and at Bosworth, that led him to lose the throne.

- 0 4** To what extent did Henry VII seek to reduce the influence of the nobility in the regions in the years 1486 to 1499?

[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**
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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 Henry VII sought to reduce the influence of the nobility in the regions in the years 1486 to 1499 might include:

- Henry VII passed many acts of attainder against nobles and also kept families traditionally dominant in regions, like the Percys, Staffords, and Stanleys, under close surveillance. Others, such as the Earl of Westmorland, were forced to provide hostages or prove their loyalty to slowly regain influence, such as the Howards. Many were forced into debt through bonds and recognisances
- Henry VII sought to restrict retaining, so as to reduce the private armies, and therefore the influence, of the nobility in the regions. He had made a big push on this during his first parliament in 1485. He also tightened the rules through an act of parliament in 1487 by strictly interpreting 'lawful' retaining
- Henry VII was willing to allow the number of nobles, traditionally central to regional governance, to decline. The total number fell by approximately a quarter during his reign. He also made far fewer new barons than his Yorkist predecessors
- Henry VII's government relied on trusted non-nobles in the regions, such as Richard Foxe in County Durham, Sir Richard Croft in the Welsh Marches and Sir Edward Poynings in Ireland.

Arguments challenging the view that Henry VII sought to reduce the influence of the nobility in the regions in the years 1486 to 1499 might include:

- Henry VII continued to use nobles that he trusted to aid him in his governance of the regions. These included Jasper Tudor in Wales, as well as John de Vere in the East of England, Thomas Stanley in Northwest England, and Henry Percy (and later Thomas Howard) in the North
- Henry VII was willing to ennoble those he trusted or that he felt had earned it and promote them to regional prominence. These included Robert Willoughby and Giles Daubeney in South West England. Edward Courtney was also restored to the Earldom of Devon and Jasper Tudor raised to become the Duke of Bedford
- Henry VII relied on the regional power of nobles to assist him in defeating the many rebellions that he faced in this period. Henry Percy played an important role in foiling Lovell's attempt to seize Henry VII in 1486. Thomas Howard, Earl of Surrey, was instrumental in crushing the Yorkshire rebellion of 1489. Lord Daubeney dealt with the forces of the Cornish rebellion of 1497
- Henry VII was willing to return to the use of the nobility in the regions when other methods failed. His restoration of the dominance of the Earl of Kildare as Lord Deputy of Ireland, after the failures of the Poynings regime, demonstrate this.

Students may conclude that Henry VII was undoubtedly more suspicious of using the nobility in the regions than many of his predecessors, most notably Edward IV. Therefore, suggesting that he acted to reduce their influence. His own succession no doubt taught him that they could be highly dangerous. Nevertheless, although he acted to secure control over them, often with the threat of financial penalty, it is simplistic to see him as 'anti-noble' with regard to regional government. He was willing to use them, and their influence, regionally in much the same ways as English kings had traditionally done, even if he was also willing to explore alternatives.