



A-level HISTORY 7042/2B

Component 2B The War of the Roses, 1450-1499

Mark scheme

June 2025

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.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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Supporting Marking Guidance

A separate Supporting Marking Guidance document has been created for use in this series and any future series.

It has been written by the senior examining team. It applies to all A-level History options. The purpose of the guidance is to clarify key aspects of the mark scheme and further ensure consistency of approach across all options. The guidance does not reflect a change in the standard applied, but clarification and amplification of the standard. We hope that the guidance document will aid you in your understanding of how the standard should be applied and deepen your understanding of how the key aspects of the mark scheme work. The Supporting Marking Guidance should always be used in conjunction with the mark scheme, and any relevant examiner standardising and teacher training material.

Examiners can find the Supporting Marking Guidance on the associate extranet.

Teachers can find the Supporting Marking Guidance alongside the current mark scheme on Centre Services on results day. It will also be published with any future assessment materials on the public website.

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 challenges to Henry VI in the years 1450 to 1455.

[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

- Cade's manifesto is thought to be written by 'Jack Cade' who also referred to himself as 'Mortimer' during the rebellion, to associate himself with Richard, Duke of York, who is cited in the source as a dynastic rival. Therefore, his view would be of interest in understanding the challenges to Henry VI from supporters of the Duke of York
- the view from Cade's rebellion holds value for understanding challenges to Henry VI as the rebellion was a culmination of grievances and was focused on political corruption – the rebellion itself challenged those in authority, though not explicitly the King
- a manifesto is a political document and therefore holds value for understanding English politics. It gives a sense that commonweal were invested in politics and were therefore part of the challenges Henry VI was faced with, which could be argued as valid or overstated
- the manifesto may be said to be of less value as it has a clear objective to critique the court party and the tone therefore, reflects this anti-Lancastrian bias which may overstate the political challenges. It is very direct and demanding, which indicates the urgency and severity of the challenges Henry VI faced. Furthermore, the use of good, evil, truth and lies indicates a strength of feeling.

Content and argument

- the rebels declared loyalty to Henry VI in the source. This suggests political challenges focused on nobles and not the removal of king, suggesting Henry VI was not directly challenged, though those he relied upon were
- evil councillors, corruption and greed are identified as key concerns. Challenges to Henry VI's reign centre on this topic, which can be proven by the trial of the Duke of Suffolk and the fact that Henry VI was forced to sell the crown jewels due to the debts he accumulated. There is also value in the fact that the source identifies that Henry's problems come from within the court party
- the source holds value as it identifies rumours that the Duke of York is a dynastic rival for the throne. This was used to exacerbate the political divisions throughout the period which affected Henry VI's rule. Though these rumours are quashed by the manifesto, the fact they are there, shows political challenge was perceived, by some, to be extreme
- the source holds value as it identifies justice has been affected by political corruption. For example, the rebels went on to hold unofficial trials and executed men such as Lord Saye who they accused of extortion. Lord Saye had been appointed Lord Treasurer by Henry VI, and so this can be deemed valuable in understanding the lack of faith the commons had in Henry VI's appointments
- the source expresses a desire for a seismic shift in the political world. The rebels clearly demonstrate a hatred for those currently holding power and a desire for others to be given the opportunity to run the country instead. This suggests Henry VI's authority was challenged. Even if it were from one group alone, it represented that extremely polarised views existed in the kingdom.

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

Provenance, tone and emphasis

- the chronicle comes from Peterborough Abbey. Henry VI was extremely pious and awarded the Golden Rose by the Pope and so the authors demonstrate deference and respect to Henry. Furthermore, the fact that Henry favoured this abbey explains the favourable representation of Henry's presence and actions ('when the King took the field') and the emphasis on his resolution of events, rather than the scale of the threat
- the source holds value as it was written based on first-hand accounts and was written contemporary to the events described. This explains the detailed account. Furthermore, as Henry VI visited the abbey regularly, he, or those who accompanied him, may have shared their accounts
- the purpose of the chronicle increases its value as it aims to write history which is apparent in its factual tone and level of detail. Though factual, it also implies Henry's responses were rushed and unprompted ('hastily managed to muster'). By suggesting challenges were unexpected it could be deemed misleading, as the Duke of York had previously submitted two bills of complaint to parliament and issued a manifesto prior to the events at Dartford.

Content and argument

- Dartford is identified as a key event in this period. The level of detail in the source suggests the significance of this event. Arguably, it overstates the significance of the event in contrast to other challenges between 1450 and 1455 such as the First Battle of St Albans, reducing value. However, it might be deemed valuable as it demonstrates that military force was used to resolve a political dispute, which suggests challenges were very severe
- Richard's initial refusal to accept Henry's request is identified. This gives an insight into the dynamic between king and nobleman, suggesting the challenges Henry VI faced were from those with the most power to affect him and that his authority was questioned. This could be deemed valid and valuable as Henry's decisions to bestow gifts and offices were often challenged via bills of resumption and skirmishes
- negotiation as a method to resolve challenges is identified, which is arguably a fair representation of how Henry VI faced political unrest. For example, he preferred peace talks with France rather than a continuation of war and preferred reconciliation with nobles and commons alike who had been found guilty of offences against him
- Richard's changing actions are represented as a challenge Henry VI faced. This suggests the political picture was rapidly changing. This could be deemed valid and valuable as Richard returned from Ireland without the King's permission. Alternatively, it could be argued there was a continuing theme of discontent, for example, the animosity between the Duke of York and Duke of Somerset arguably began when Somerset was made Lieutenant of France in place of Richard of York
- the successful resolution of this matter may suggest that challenges were not severe, as they were readily resolved with Richard swearing loyalty to Henry. Though students could also argue that it proves that Henry's reaction to significant threats was not robust enough, as Richard had managed to raise over 20 000 men against the King. Therefore, Henry's ready acceptance of Richard's apology could encourage further incidents, exacerbating the challenges to his rule.

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

Provenance, tone and emphasis

- the letter is written from the perspective of Richard and his allies, which provides a sense of how he viewed his/their impact on English politics and the extent to which Henry VI's reign was threatened by these challenges
- the letter was also written just prior to First Battle of St Albans, which is valuable as it provides insight into how Richard and his allies wished to foreshadow their march of armed forces towards the capital, though this is not directly referenced in the source. The alleged interception of this letter was later used by the Yorkists to deflect the responsibility for the First Battle of St Albans and also demonstrates how communication to the King was manipulated by both sides, adding to the challenges he faced
- the letter was written to Bouchier who was a Yorkist supporter and also Archbishop. This makes the source valuable as Archbishop Bouchier would have been linked to both the King and the faction, demonstrating the tension the challenges placed upon individual loyalties
- the tone and emphasis of the source reflects the key message of loyalty to the King. There are suggestions and allegations of foul play though they are not directly mentioned, suggesting some cautiousness in declaring their views. This may provide more evidence that the political challenges were complex.

Content and argument

- the circulation of rumours and the subsequent damage to the reputation of the Yorkists are identified as key challenges which affect Henry VI's ability to manage his nobility effectively. Whilst rumours of dynastic challenge and military threat were levelled at the Yorkists, there were also Yorkist propaganda to discredit Queen Margaret. Some of this propaganda suggested that Prince Edward was the result of an affair between Margaret and the Duke of Somerset. Therefore, the source is valuable in identifying the rumours and propaganda which created challenges for Henry VI, though is misleading in suggesting the Yorkists were the only victims of this
- the source holds value as it identifies 'particular quarrels' suggesting the personal nature of the political disputes. However, the source dismisses the impact of the personal nature of the dispute which could be further commented on. This is arguably misleading as much of the factionalism from 1450 to 1455 resulted from personal disputes. For example, Somerset was awarded Glamorgan Castle, which was destined for the Earl of Warwick and it was this which prompted his support for Richard of York
- the source holds value as it identifies the Council at Leicester as trigger for the Yorkists to act. Court had been moved to Leicester due to a perceived threat, demonstrating the severity of challenges. In turn, the move to Leicester was identified as an attack on the Yorkists, as Leicester was viewed as a Lancastrian stronghold. This also echoed the events which preceded the arrest and mysterious death of Humphrey Duke of Gloucester which gave the Yorkists cause for concern. Therefore, proving the political climate was tense and filled with suspicion and mistrust as the source suggests
- the Yorkists are keen to express their loyalty and desire to clear their name. The Yorkists protected Henry when he was injured in the First Battle of St Albans and took part in the Parliament of Reconciliation in 1455 suggesting the source is valuable in identifying their loyalty. However, protestations of loyalty could be deemed misleading as two days later the Yorkists faced the royal forces in the first battle of the Wars of the Roses.

Section B

- 0 2** To what extent did Yorkist successes, in the years 1455 to 1461, rely on the support of the Earl of Warwick?

[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 Yorkist successes, in the years 1455 to 1461, relied on the support of the Earl of Warwick might include:

- military support: Warwick and his family offered a wealth of military support. He joined Richard, Duke of York for the First Battle of St Albans. Warwick had control of the Calais garrison, the wider family had use of retainers and the quality of military leadership – proven at various battles, for example Salisbury, who though outnumbered, was victorious at Blore Heath
- political support: Warwick offered effective political support as he was at the head of one of the most powerful families in the country. Their status added legitimacy to the Yorkists both in England and abroad where Warwick was well respected. Edward chose to meet Warwick in the Cotswolds and enter London together in 1461
- economic support: Warwick was one of the wealthiest nobles in the country and as such could help finance the Yorkist faction
- popular support: Warwick had a great deal of influence and knowledge of the North of England which gave the Yorkists an advantage there. Furthermore, Warwick was popular with the merchant class and traders in the South East.

Arguments challenging the view that Yorkist successes, in the years 1455 to 1461, relied on the support of the Earl of Warwick might include:

- Warwick was in command for the Second Battle of St Albans which was a failure, in part due to treachery of his advisor and his own tactical errors
- the extent of Warwick's influence was marginal and it was instead Edward's charisma which drove the Yorkists on to victory. Prior to his leadership, Richard, Duke of York and the Neville family had been in opposition for 8 years
- it was the continued actions of Richard of York which gave them success as it was Richard who pushed for the Act of Accord, without the consultation or the expressed support of Warwick, and this was vital for ensuring the Yorkist cause
- Warwick and the Yorkists capitalised on the Lancastrian failures, rather than created their own success. Warwick used the dislike of Queen Margaret to fabricate propaganda and it was the unpopularity of the Lancastrians which meant they could not re-enter London after the Second Battle of St Albans.

Students could argue that without Warwick's support the Yorkist cause would have lacked key qualities, in terms of leadership and resources, to achieve success by 1461. The size of the family, their power, wealth and status helped both Richard, Duke of York and later Edward IV attract more support. Alternative views which are well substantiated should be equally rewarded.

0 3 'The Woodvilles were the most powerful influence during Edward IV's second reign.'

Assess the validity of this view of the years 1473 to 1483.

[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 Woodvilles were the most powerful influence during Edward IV's second reign might include:

- Wales: Anthony Woodville dominated the control of Wales and the removal of William Herbert demonstrated that the Woodvilles were entrusted with important regional powers, including the establishment and running of the Council of Wales
- dynastic: the Woodvilles were also entrusted with the care of both of the Princes, Edward and Richard. This was another show of importance and trust, and furthermore, gave them a great deal of influence over the heir apparent
- law and order: Elizabeth Woodville's alleged impact upon Clarence's trial – whether true or not, the fact these rumours existed suggest that the Woodvilles were deemed to have a great deal of influence over Edward
- foreign policy: Edward continued to pursue pro-Burgundian and anti-French policies, in line with Woodville connections and preferences. This culminated in his alliance with Burgundy and declaration of war against France in 1475.

Arguments challenging the view that the Woodvilles were the most powerful influence during Edward IV's second reign might include:

- William Hastings continued to be Edward's right-hand man, as he had commanded forces successfully at both the Battle of Barnet and the Battle of Tewkesbury. He was entrusted with huge control across the Midlands, appointed Chamberlain of the Exchequer and Lieutenant of Calais due to his loyalty
- it was not the Woodvilles who dominated, rather his brother, Richard, Duke of Gloucester who was given unparalleled powers in the North and established a palatinate there as well as being the key military commander against the Scots
- Edward IV chose peace terms with Louis XI rather than pursue war with France in August 1475, resulting in the Treaty of Picquigny. This contrasted with his previous pro-war policy, which was said to be the result of Woodville influence (due to Jaquetta Woodville's connections). This denotes a move away from the relationship with Burgundy, which was preferred by the Woodvilles, demonstrating their waning influence
- whilst the Woodvilles may have gained nominal status, they continued to be viewed negatively by others such as the Duke of Buckingham, limiting their power in real terms.

The Woodvilles were viewed at the time as outsiders by much of the nobility and therefore sources from the period may overstate their influence. In reality, Edward relied upon his brother, Duke of Gloucester and Hastings to a much greater degree. Alternative views which are well substantiated should be equally rewarded.

0 4 'Rebellions posed a serious threat to Henry VII's position as king, in the years 1486 to 1489.'

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 rebellions posed a serious threat to Henry VII's position as king, in the years 1486 to 1489 might include:

- the military support for the rebellions and the resulting threat from this military support demonstrates Henry VII was severely challenged. Henry was forced to face a rebel army at the Battle of Stoke. The Battle of Stoke included the fierce and experienced commander, Martin Schwartz, and so there is reason to believe Henry VII did face a serious threat. Arguably, the outcome for this battle was as uncertain as at the Battle of Bosworth, given the numbers, leaders and experience of each side. Therefore, the threat was serious as Henry could have been unseated
- the threat was serious due to the foreign support that the rebellions received. This weakened Henry's position internationally – Margaret of Burgundy gave rebellions legitimacy and weakened Henry's claim to be rightful king, which was already tentative
- the rebellions which took place at the beginning of his reign were more serious as he had not yet had time to consolidate his power. For example, the Lovell Rebellion occurred before Henry had been on royal progress, before he had had his wife crowned and before he had an heir. Furthermore, the rebellions also diverted his attention from the business of ruling and stabilising the kingdom, threatening his position as king
- the rebellions were a serious threat as they affected the economic policies of Henry VII. As a result of the Yorkshire Rebellion in 1489, Henry never collected tax from there again. This indicates the extent of threat Henry believed existed as this decision is in sharp contrast to his financially astute and rigorous policies.

Arguments challenging the view that rebellions posed a serious threat to Henry VII's position as king, in the years 1486 to 1489 might include:

- the rebellions were not well supported domestically and had limited support from nobility. Therefore, the rebellions were not a serious threat to his position as king. For example, the Lovell Rebellion was nothing more than a damp squib. There was very little support for the rebels as they provided no Yorkist alternative contender to the throne. Similarly, Simnel only rallied approximately 1000 from Yorkshire over a two-week period and failed to gain support of leading Yorkist nobles. Finally, the Yorkshire Rebellion lacked a sponsor from nobility
- the rebellions were not a serious threat as all rebellions were dealt with successfully due to the support Henry had within the nobility. The rebellions demonstrated that Henry had a core support from the nobility that he could rely upon to quell opposition. Henry was quick and pragmatic to respond to each rebellion. For example, he sent Jasper Tudor to offer pardons when the Lovell Rebellion began and the Earls of Oxford, Derby and Northumberland supported him against Simnel
- Henry's punishments for those involved with the rebellions also proves they were not a serious threat. For example, the level of leniency for those involved suggests Henry was not threatened – Simnel worked in royal kitchens, the Yorkshire rebels pardoned and all but Lovell were pardoned for the Lovell Rebellion. This demonstrates Henry did not think his position as king had been threatened to take more severe action
- the rebellions were not a threat as Henry's position as king had been confirmed by parliament, the Pope, his coronation. By predating his reign to before Bosworth, Henry was able to deal with any significant threats early on and limit the opportunity for uprisings to gather momentum. Therefore, the early rebellions did not threaten Henry's position as king, as he had already created strong foundations for his reign.

In conclusion, students may argue that whilst, with hindsight, it is possible to see that the rebellions were not a serious threat to Henry, the level of international support as well as the Battle of Stoke meant that Henry's position was sufficiently challenged for the threat to be deemed severe. Alternative answers which are well argued should be equally rewarded.