



# Mark Scheme (Results)

Summer 2024

Pearson Edexcel  
In GCE History (9HI0/30)  
Advanced

Paper 3: Themes in breadth with  
aspects in depth

Option 30: Lancastrians, Yorkists  
and Henry VII, 1399–1509

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a '**best-fit**' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

## Generic Level Descriptors: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material.   |
| 1     | 1–3   | <ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>  |
| 2     | 4–7   | <ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>  |
| 3     | 8–12  | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li> </ul>  |
| 4     | 13–16 | <ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>   |
| 5     | 17–20 | <ul style="list-style-type: none"> <li>• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul> |

## Sections B and C

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.

| Level | Mark  | Descriptor  |
|-------|-------|---|
|       | 0     | No rewardable material.   |
| 1     | 1–3   | <ul style="list-style-type: none"> <li>Simple or generalised statements are made about the topic.</li> <li>Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>The overall judgement is missing or asserted.</li> <li>There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 4–7   | <ul style="list-style-type: none"> <li>There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>   |
| 3     | 8–12  | <ul style="list-style-type: none"> <li>There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 13–16 | <ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |
| 5     | 17–20 | <ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>  |

## Section A: Indicative Content

| Question | Indicative content   |
|----------|--|
| 1        | <p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</b></p> <p>Candidates must analyse the source to consider its value for an enquiry into the <b>seriousness of opposition towards Henry VII and the extent of Henry VII's power</b>. Henry VII and the events referred to in the extract are named in the specification, and candidates can therefore be expected to know about them and be aware of the context.</p> <p>1. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p> <ul style="list-style-type: none"> <li>• It was written in September 1497 <b>following Warbeck's</b> return to England, showing his continued threat towards the King</li> <li>• The King has written a private letter to a trusted counsellor with the King sharing his concerns</li> <li>• The letter was written by the King commanding his counsellor, and Talbot would have had little choice in how to respond</li> <li>• The purpose of the letter is to instruct Talbot, however the tone of the letter attempts to be persuasive.</li> </ul> <p>2. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:</p> <p>The seriousness of opposition to Henry VII:</p> <ul style="list-style-type: none"> <li>• The source implies that Warbeck has resilience and has threatened the throne due to his presence in numerous parts of the Kingdom and Scotland ('Our land of Ireland.....<b>has now</b> come to land in our <b>county of Cornwall</b>')</li> <li>• It suggests that the threat of Warbeck has been increased by his ability to outwit those trying to capture him and frequently to escape ('secretly departed.')</li> <li>• It implies that Henry needed the assistance of foreign powers to ensure the security of his own kingdom ('forced to set sail by the King of Scots.')</li> <li>• It suggests that the King takes the threat of Warbeck seriously enough to now send his counsellors to capture him and is even willing to go himself if necessary ('we shall go ourselves').</li> </ul> <p><b>The extent of Henry VII's power:</b></p> <ul style="list-style-type: none"> <li>• The source provides evidence that the King was able to command assistance ('Our Cousins', 'our most trusted counsellor')</li> <li>• It suggests that Henry's <b>hold on the throne was not absolutely</b> secure and that his power was threatened by the arrival of pretenders in the kingdom</li> <li>• It indicates that the King required frequent armed assistance in order to deal with the pretenders ('with weapons')</li> <li>• It suggests that Henry had the financial resources to reward supporters in order to secure his throne ('<b>money</b>... and also supply wages').</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>The nature of Henry's acquisition of the throne, e.g. obtaining the crown at the Battle of Bosworth</b></li> <li>• The threat that the pretenders posed to the crown, e.g. the support gained by Simnel and Warbeck</li> <li>• The nature of support for Warbeck, including from Margaret of Burgundy</li> <li>• <b>The nature and method of Henry's efforts to maintain his hold on the throne, e.g. Acts of Attainder.</b></li> </ul> |

## Section B: Indicative content

| Question | Indicative content  |
|----------|---|
| 2        | <p>Answers will be credited according to <b>candidates' deployment of material</b> in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant</p> <p>Candidates are expected to reach a judgement on the suggestion that <b>Henry V's</b> success in France, in the years 1415-21, was based upon diplomacy rather than military triumphs.</p> <p>Arguments and evidence that Henry <b>V's success in France</b>, in the years 1415-21, was based upon diplomacy rather than military triumphs should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry would not have been successful in France by military success alone, given that Henry could not remain in France full time; his diplomatic endeavours were central to English success, e.g. negotiating the Treaty of Canterbury (1416)</li> <li>• The diplomatic engagement with the Burgundians, which resulted in the Burgundian Alliance of 1419, enabled Henry to control most of Northern France</li> <li>• Henry's diplomatic manoeuvres exploited the fact that the Duke of <b>Burgundy's son and heir</b> wanted to support the English against the French. Philip the Good opened negotiations with Henry</li> <li>• The Treaty of Troyes, in 1420, was <b>the high point of Henry's success</b> and control over France. His marriage to Catherine of Valois and the disinheritance of the Dauphin was a diplomatic triumph.</li> </ul> <p>Arguments and evidence that challenge the proposition should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Henry's</b> victory at Agincourt in 1415 was complete and absolute, marking a turning point in the success of the English in France</li> <li>• <b>Henry's return to France</b>, to Normandy in August 1417, was an immediate success with the capture of Rouen</li> <li>• Henry subsequently successfully conquered Normandy in 1417-19, which resulted in Henry being able to advance and take Paris</li> <li>• The success of diplomatic negotiations only occurred because of <b>Henry's</b> military triumphs. His strong position following military victories allowed the Treaty of Troyes to be negotiated.</li> </ul> <p>Other relevant material must be credited.</p> |



| Question | Indicative content   |
|----------|--|
| 3        | <p>Answers will be credited according to candidates' <b>deployment</b> of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant</p> <p>Candidates are expected to reach a judgement on the suggestion that the Duke of York never seriously <b>threatened Henry VI's hold on the throne</b> in the years 1454-60.</p> <p>Arguments and evidence that the Duke of York never seriously threatened Henry <b>VI's hold on the throne</b> in the years 1454-60 should be analysed and evaluated.<br/>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• York surrendered the Protectorship once Henry had recovered sufficiently in 1456, demonstrating that he appeared to continue to serve the King in this period</li> <li>• Margaret of Anjou ensured that, from 1456, all new court appointments were filled with those loyal to the Lancastrian cause, which acted as a counterbalance to the Yorkist threat</li> <li>• Margaret of Anjou allied with the Duke of Buckingham and her success at Ludford Bridge (1459) led to the exile of the Yorkists and York was attainted. This showed that the Yorkist threat had been contained</li> <li>• <b>York's</b> immediate claim to the throne in 1460 was rejected by parliament.</li> </ul> <p>Arguments and evidence that challenge the proposition should be analysed and evaluated.<br/>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• York won the support of the Nevilles in 1454, which strengthened the nature of his threat towards Henry</li> <li>• In 1454, <b>York's</b> armed march to the royal court at Leicester threatened the stability of the <b>throne and Henry's hold on it</b></li> <li>• <b>York's</b> defeat of royal troops at St Albans in 1455 enabled him to demand a powerful position from the King</li> <li>• The frequent military challenges made by York of the King were a major distraction for Henry.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section C: Indicative content

| Question | Indicative content  |
|----------|---|
| 4        | <p>Answers will be credited according <b>to candidates' deployment of material</b> in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that the monarchy had financial security throughout the years 1399-1509.</p> <p>Arguments and evidence that support the argument that the monarchy had financial security throughout the years 1399-1509 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Maintaining the Duchy of Lancaster added significantly to the security of royal finances for both Henry IV and Henry V. Edward IV claimed that the Duchy was forfeit to the crown, further securing the royal finances as a result</li> <li>• There were frequent grants of extraordinary revenue granted by parliament to Henry V and the young Henry VI</li> <li>• Edward IV ensured that the crown maintained solvency, with his maximising of customs duties and feudal dues. His use of the Chamber, rather than the Exchequer also increased the security of royal finances</li> <li>• Henry VII increased royal income by circa forty percent, meaning that, by 1509, royal finances remained secure. He used Acts of Attainder to seize the land of traitors and used bonds and recognisances to grow the royal finances.</li> </ul> <p>Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The decline in the wool trade in this period (from c21000 sacks exported per annum in <b>Richard II's reign</b> to c8500 sacks per annum by the end of Henry <b>VII's reign</b>) meant a decline in tax revenue due to the monarchy</li> <li>• The increase in defence costs faced by the monarchy, due to both rebellions and conquest, necessitated an increase in revenue, which the monarchy struggled to meet. Between 1429 and 1432, c£25,000 was spend on defence</li> <li>• Henry V had to borrow money to fund his conquests in France, royal finances alone were not sufficiently secure to fund the invasion</li> <li>• The need for Acts of Resumption, in the 1450s, demonstrates that royal finances were insecure prior to this</li> <li>• Henry V and Henry VI both left the crown in debt, in part through the distribution of crown lands, which reduced the royal income. This reduced the security of the royal finances and took until the 1470s to be rectified</li> <li>• The problem of collecting taxes due to the crown meant that a significant source of royal finances was not secure throughout this period.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content  |
|----------|---|
| 5        | <p>Answers will be credited <b>according to candidates' deployment</b> of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that the power of parliament steadily increased in the years 1399-1509.</p> <p>Arguments and evidence that the power of parliament steadily increased in the years 1399-1509 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Parliament of 1401 marked a significant shift in relations between the King and the Commons, who were unwilling to subsidise the King without concessions</li> <li>• By 1407, the Commons successfully asserted that all new taxes should originate in that House</li> <li>• The appointment of the Council by the Lords during the minority of Henry VI, in 1422. Legislation from this date made increasing use of the phrase 'with the authority of parliament'</li> <li>• By 1422, there could be no statute and no tax without Parliamentary authority, and within Parliament, without the agreement of the Commons, putting the Commons on the same legislative level as the Lords</li> <li>• The efforts of the 1449-50 Parliament suggest that the power of Parliament had steadily increased</li> <li>• Parliament confirmed the legality of <b>Henry VII's title</b>, demonstrating the increased significance of Parliament in acknowledging the monarch</li> <li>• In 1500, Parliament was given its own office at the Palace of Westminster, in recognition of the role and significance of Parliament in the governance of the realm.</li> </ul> <p>Arguments and evidence that challenge the proposition should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Any changes in the power of Parliament were short-lived as Henry VII only called Parliament seven times in 24 years, suggesting that Parliament had not increased in importance by 1509</li> <li>• The balance of power between Crown and Parliament was still dependent on the personality of the monarch, e.g. Edward IV was able to exploit Parliament to raise revenue with Acts of Attainder</li> <li>• Parliament throughout the century voted in favour of taxation to support the <b>monarch's desire for war or to suppress rebellion</b></li> <li>• There continued to be significant areas of policy beyond the scope and competence of Parliament, e.g. foreign policy (securing the French Pension).</li> </ul> <p>Other relevant material must be credited.</p> |