



# Mark Scheme (Results)

November 2021

Pearson Edexcel GCE  
In History (9HI0)

Paper 3: Themes in breadth with aspects in depth

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

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November 2021

Question Paper Log Number P66267

Publications Code 9HI0\_30\_rms\_20211216

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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.

## 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 enquiries 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 the source in relation to both enquiries 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</b> 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.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the nature of the rule of Henry VI and the behaviour of Margaret of Anjou in the years 1459-60. Henry VI and Margaret of Anjou who are referred to in the source are named in the specification, and candidates can therefore be expected to know about them and be aware of the context.</p> <ol style="list-style-type: none"> <li>1. 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: <ul style="list-style-type: none"> <li>• The chronicle was written in the reign of Edward IV and is hostile towards Henry</li> <li>• The chronicle appears to rely on hearsay evidence and is not an official record of events</li> <li>• Judgements were highly subjective and were the views of the chronicler.</li> </ul> </li> <li>2. 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>Nature of the rule of Henry VI :</p> <ul style="list-style-type: none"> <li>• It states that Henry acted as a juvenile and suggests that he was unable to govern effectively (<b>'lacking all good governance'</b>)</li> <li>• It indicates that financial mismanagement was at the heart of his government and that the King had foolishly given away resources (<b>'had almost nothing left to own'</b>)</li> <li>• It claims that Henry had failed in his duties by not winning wars</li> <li>• It suggests that his marriage to Margaret had a detrimental impact on the kingdom, as Henry was unable to control her and particularly as he may have been the victim of adultery.</li> </ul> <p>Behaviour of Margaret of Anjou:</p> <ul style="list-style-type: none"> <li>• It claims that Margaret was exploiting the realm financially</li> <li>• It suggests that there was a widely held belief that her son was born as a result of adultery and was not the rightful heir to the throne</li> <li>• It suggests that she attempted to build her own powerbase in support of her son (<b>'trusting through their strength to make her son king'</b>)</li> <li>• It states that she wished to persuade the King to abdicate in favour of her son but she was unsuccessful.</li> </ul> </li> <li>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: <ul style="list-style-type: none"> <li>• The failure of the war in France, with the reduction of English territory on the continent to only Calais</li> <li>• <b>Henry's incapacity</b> in 1453 and 1455 and subsequent recovery during the following years</li> <li>• The Yorkist military victories of 1460, that led to the Act of Accord</li> <li>• The role and significance of Margaret of Anjou, who attempted to rule the <b>kingdom during Henry's incapacity and had called the Great Council in 1455 and 1459.</b></li> </ul> </li> </ol>

## Section B: indicative content

Question	Indicative content
2	<p>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</p> <p>Candidates are expected to reach a judgement on the suggestion that it was relations with foreign powers that had the greatest impact on the stability of Henry <b>IV's reign</b> in the years 1399-1405.</p> <p>Arguments and evidence that relations with foreign powers had the greatest impact on the <b>stability of Henry IV's reign</b> should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The material and diplomatic assistance of the French to the Welsh, e.g. <b>sending 2500 troops in 1405, strongly threatened the stability of Henry IV's reign</b></li> <li>• The Duke of Orleans challenged Henry to armed combat in 1404, which <b>increased Henry's embarrassment and undermined his credibility as monarch</b></li> <li>• Naval attacks took place on the English south coast in 1404, which reduced <b>the security of Henry's kingdom</b></li> <li>• There was a financial cost of the hostilities in Aquitaine to Henry, which included the cost of defence, and the impact of widespread piracy on trade.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry faced challenges to the stability of his throne from relatives of Richard II, e.g. John and Thomas Holland who conspired against him in 1400</li> <li>• Henry faced accusations from Parliament over his fiscal mismanagement and in 1405, Richard Scrope, the Archbishop of York, rebelled against the King</li> <li>• A serious threat to the stability of his reign was the Welsh rebellion led by Owain Glyndwr, which Henry failed to defeat in these years</li> <li>• The rebellion of major nobles including Mortimer and Percy culminated in the Battle of Shrewsbury in 1403, which marked a significant challenge to the <b>stability of Henry's reign.</b></li> </ul> <p>Other relevant material must be credited</p>

Question	Indicative content
3	<p>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</p> <p>Candidates are expected to reach a judgement on the suggestion that Lollardy <b>posed a significant challenge to Henry V's rule.</b></p> <p>Arguments and evidence that <b>Lollardy posed a significant challenge to Henry V's rule</b> should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The beliefs of the Lollards posed a fundamental challenge to the basis of <b>society and that of Henry V's rule</b></li> <li>• <b>John Oldcastle's rebellion</b> (1414) posed a challenge to Henry as he was a former close associate and supporter of the King</li> <li>• The rebellion took place when Henry V was relatively new to the throne and was yet to consolidate his position</li> <li>• Although John Oldcastle had been tried and found guilty in 1413, he was not captured until 1417, which meant Lollardy posed a challenge over a number of years</li> <li>• The challenge raised concerns about the domestic security of the kingdom; parliament passed the Statute of Lollards (1414) which increased the role of secular authorities in investigating and prosecuting heresy.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry acted decisively and quickly to put down the rebellion, which was put <b>down before the rebels had left St Giles' Fields and punishment was severe</b> with 69 rebels convicted of treason and 38 hanged</li> <li>• <b>Oldcastle's rebellion was not joined by any of the greater nobles in the country and so was of a lesser challenge to Henry V's rule</b></li> <li>• After 1415 there was no further serious rebellion against Henry V, despite his frequent absences in France</li> <li>• Oldcastle was captured in 1417 and executed for treason</li> <li>• Lollardy was outlawed and no religious reform took place, which <b>demonstrates the extent of Henry V's control.</b></li> </ul> <p>Other relevant material must be credited</p>



## Section C: indicative content

Question	Indicative content
4	<p>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.</p> <p>Candidates are expected to reach a judgement on whether the Treaty of Picquigny (1475) was the most significant change to the power of the crown in the years 1399-1509.</p> <p>Arguments and evidence that the Treaty of Picquigny (1475) was the most significant change to the power of the crown in the years 1399-1509 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The terms of the Treaty of Picquigny maintained peace with France until 1492. War with France had been a significant drain on royal resources, hence the significance of this peace treaty</li> <li>• Louis paid Edward IV £15,000 and an annual pension of £10,000 – this financial certainty helped Edward to secure his hold on the throne more firmly by substantially increasing royal revenue</li> <li>• <b>The Treaty's terms substantially reduced the crown's dependence on parliament for finance; Edward did not have to appeal to parliament for taxation until 1482</b></li> <li>• <b>The Treaty allowed Edward to build up the crown's land holdings, all of which increased the power of the crown</b></li> <li>• The Treaty provided a breathing space from entanglements abroad, allowing Edward a freer hand to deal with domestic political challenges.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Relations with Parliament changed the power of the crown, e.g. the long parliament (1406) acquired new powers over royal expenditure</li> <li>• <b>Henry's successful campaigns against Glyndwr after 1406 pacified Wales and the Welsh no longer posed a threat to England after 1410, strengthening the power of the crown</b></li> <li>• <b>France's perceived victory in the Hundred Years' War in 1453 significantly damaged the status and power of the English crown</b></li> <li>• Increased customs duties by Edward IV and Henry VII, and which were granted to Henry V for life in 1415, changed the power of the crown</li> <li>• The Spanish marriage (1499) and subsequent good relations with a major foreign power, <b>helped ensure that the remainder of Henry VII's reign was relatively peaceful, allowing him to strengthen the English crown domestically.</b></li> </ul>

Question	Indicative content
5	<p>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.</p> <p>Candidates are expected to reach a judgement on the extent to which the <b>execution of Warwick (1499) was the most significant blow to the nobility's ability to challenge royal authority in the years 1399-1509.</b></p> <p>Arguments and evidence that the execution of Warwick (1499) was the most <b>significant blow to the nobility's ability to challenge royal authority in the years 1399-1509</b> should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The execution of Warwick removed the leading Yorkist claimant to the throne, confirming the end of the War of the Roses</li> <li>• The execution, which was partly the result of pressure exerted in <b>negotiations over Arthur's marriage, enabled the securing of the Tudor dynasty and confirmed royal authority</b></li> <li>• <b>Warwick's execution removed</b> the threat of someone who appeared to be manipulated by others and he had been the focus of plots, which had threatened the security of the crown</li> <li>• <b>After Warwick's execution Henry VII faced</b> less serious threats and his execution <b>changed Henry's relationship with the nobility</b>, removing challenges to royal authority.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The discovery of the Southampton Plot in 1415 was a significant blow to the attempts of the nobility to challenge royal authority</li> <li>• The use of regional councils by Edward IV meant that control of the kingdom was extended over the nobility in outer lying regions, and was supported by Richard of Gloucester as a key member of Council of the North</li> <li>• Statutes against retaining, passed in 1468 and 1504, largely prohibited retaining and limited the ability of the nobility to use their retainers to challenge royal authority</li> <li>• Attainders, bonds and recognisances were used to ensure that major landowners behaved loyally and to punish those who did not, which reduced the capacity of the nobility to challenge royal authority</li> <li>• That Henry VII made less use of the nobility to govern the regions, instead relying on his family, e.g. Jasper Tudor in Wales from 1488, reduced the ability of the nobility to challenge royal authority.</li> </ul> <p>Other relevant material must be credited</p>

