



GCE

History A

Y105/01: England 1445-1509: Lancastrians, Yorkists and Henry VII

Advanced GCE

Mark Scheme for Autumn 2021

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

2. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that the Parliament of the Devils at Coventry in 1459 was a failure for the Lancastrians.</p> <ul style="list-style-type: none"> • In discussing how Source A does not support the view, answers might consider that the source displays clearly the destruction of the Yorkist threat at Coventry and also refers to the strength of loyalty towards the King. • In discussing the provenance of Source A, answers might point out that this source was written with the benefit of hindsight, most probably by a politician intimately involved with Yorkist politics. • In discussing the historical context of Source A, answers may point out that, although this source is written with the benefit of hindsight, this particular extract makes no use of that and does not refer to the effects of the actions taken at the Parliament of Devils. Those effects saw the Yorkists acting even more strongly against the Lancastrian regime since they now had nothing to lose. • In discussing how Source B does not support the view, answers might consider that the source argues there was a long history of treachery on the part of the Duke of York who, it claims, had demonstrated ambitions for the throne well before the Parliament of Devils and that this long-standing threat from York and his allies had finally been overcome. • In discussing the provenance of Source B, 	30	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement about the issue in the question. • To be valid judgements they must be supported by accurate and relevant material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme

			<p>answers might point out that since this is an extract from the indictment against York at Coventry, it is, in fact, propaganda, justifying the Lancastrian attainder, and that it contains no reference to the effects of these actions.</p> <ul style="list-style-type: none"> • In discussing the historical context of Source B, answers might note there is no convincing evidence that York aimed at seizing the throne before 1460 and that even when he did so, he failed to attract the necessary support, suggesting Lancastrian actions at Coventry were unnecessarily harsh. Answers might again note that the unnecessary harshness of the Parliaments left the Yorkists – dangerously – with nothing to lose. • In discussing how Source C does and does not support the view, answers might point out that the source makes clear that it was after the Parliament of Devils that York claimed the throne, meaning the actions taken there could be seen as driving him towards that action, especially as it was taken without consultation with his allies, but that, <i>in the short term</i>, the Yorkists were apparently heavily defeated. • In discussing the provenance of Source C, answers might consider the contemporary nature of the source and evaluate its strength in reference to the events of that year and the next • In discussing the historical context of Source C, answers might point out again that there is no substantial evidence York aimed at the throne before 1460 and that, as the source makes clear, even when he did, his supporters would not countenance the deposition of Henry VI. They may also go on to point out, however, that the actions taken at the Parliament of Devils need not be blamed for the downfall of the 		
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			<p>Lancastrians since the events described in this extract see a Lancastrian recovery which was not overcome until Queen Margaret's hesitation outside London which they may regard as a more important factor.</p> <ul style="list-style-type: none"> • In discussing how Source D does support the view, answers may show that, within two years of the Parliament of the Devils, Edward was crowned king and felt secure enough to reward his brothers with dukedoms, to attain King Henry VI and his followers, and to begin a 'propaganda campaign' to win over the commons by grants and charters. This suggests that there was a groundswell of support for the Yorkists after the events of 1459-60. • In discussing the provenance of Source D, answers may comment on the largely factual contemporary nature of the source, describing the actions of the king which would have become common knowledge. The latter part of this source focusses on the first 13 years of Edward IV's reign and was written by someone with a significant knowledge of events of the time. • In discussing the historical context of Source D, answers may note that Lancastrian victories at Wakefield and the second battle of St. Albans appeared to have destroyed Yorkist hopes, but the failure of Queen Margaret to seize London (at the entreaty of king Henry who feared the consequences for London's citizens) allowed Edward of March and Warwick to regroup and seize the city, where they were warmly received. They then drove the Lancastrians northwards and to defeat at Towton (March 1461). They might also comment that Edward rewarded many other of 		
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			his followers as well as using parliament as had the Lancastrians, for much the same effect.		
2*			<p>Assess the reasons why Richard III's reign was a failure.</p> <p>In arguing that the reign was a failure:</p> <ul style="list-style-type: none"> • Answers might consider the lack of credibility afforded his accusations of illegitimacy against his brother's sons given the need to combine them with a similar accusation against that very brother himself which, at the same time, impugned the reputation of Richard's own mother. • Answers might consider the outbreak of a rebellion in favour of his nephew only four months after his succession which was joined by his own most important supporter, the Duke of Buckingham. • Answers might consider the effects of Richard's widely assumed murder of his nephews which attracted the criticism of the Chancellor of France and succeeded in uniting the Woodvilles and Margaret Beaufort. • Answers might consider the unpopularity of Richard's supporters such as Catesby and Lovell and his betrayal at the hands of the Stanleys and the Percies. • Answers might consider the lack of support enjoyed by Richard at Bosworth despite the apparent success of his legal reforms in 1484 and his personal reputation as a successful warrior. • Answers might consider that only Richard's own tactical mistake at Bosworth of mounting a personal attack against Henry Tudor prevented him from surviving the battle and fighting to 	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on discussing the reasons, but at level 4 may simply list them. • At level 5 and above, there will be judgement as to which reasons were the most significant. • At higher levels, candidates might establish criteria against which to judge the importance of the different reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels' mark scheme.

		<p>reclaim his throne as his brother had done in 1471.</p> <ul style="list-style-type: none"> • Answers might consider that the reign was not wholly a failure (e.g. Richard's reform of government in the North through the Council of the North, legal reforms, defeat of Buckingham etc). This argument should be given credit, but the focus of the answer should be on analysing the king's overall failure. 		
3*		<p>'Henry VII's foreign policy fulfilled his aims.' How far do you agree?</p> <p>In arguing Henry VII's foreign policy did fulfil his aims:</p> <ul style="list-style-type: none"> • Answers might consider the achievement of dynastic legitimacy brought about by the marriage alliances achieved for his children, despite the remarkably weak claim to the throne of the Tudors. • Answers might consider the avoidance of any invasion of England by France and Scotland thanks to the Treaties of Étapes and Ayton and earlier truces despite the weakness of Henry's position. • Answers might consider that Étapes also ensured a lack of French support for rebels against Henry as well as financial gains. • Answers might consider the benefits brought to English trade by the Treaty of Medina del Campo. • Answers might consider the improved status brought to England by its membership of the Holy League, despite Henry's reluctance to fight and the weakness of his claim to the throne. • Answers might consider the maintenance of trade with Burgundy through the Magnus 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on 'how far', but at level 4 may simply list the different aims. • At level 5 and above, there will be judgement as to the relative degrees of success in the different aims. • At higher levels, candidates might establish criteria against which to judge the importance of reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. <ul style="list-style-type: none"> • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels' mark scheme.

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			<p>Intercursus and the Malus Intercursus despite the enmity of Margaret of Burgundy.</p> <ul style="list-style-type: none"> • Answers might consider the achievement of favourable trade terms with Venice. <p>In arguing Henry VII's foreign policy did not fulfil his aims:</p> <ul style="list-style-type: none"> • Answers might point out the failure to prevent Brittany falling into French hands, thus extending French control of the Channel coast. • Answers might consider the long period of foreign support for Perkin Warbeck, despite the weakness of his claim. • Answers might consider the failure to extend the English presence in France following the invasion of 1492. • Answers might consider the disruption of Anglo-Burgundian trade 1493-6. • Answers might consider that, despite the Treaty of Ayton, the 'Auld Alliance' continued and peace with Scotland was not assured. • Answers might consider the failure to secure favourable trade terms with the Hanseatic League. • Answers might consider the failure to resolve the problem of the Aragon marriage in Henry's later years or, indeed, to secure a second wife for himself. • Answers might consider that the failure of England's involvement in the League of Cambrai and her isolation by the end of Henry's reign. 	
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]

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Level 6 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
Level 5 21–25 marks	The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
Level 4 16–20 marks	The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.
Level 3 11–15 marks	The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.
Level 2 6–10 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
Level 1 1–5 marks	This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question.
0 marks	No evidence of understanding or reference to the sources.

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	<i>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.</i>
	Generic mark scheme for Section B, Questions 2 and 3: Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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