

AS History

7041/2B - The War of the Roses, 1450-1499

Component 2B The Fall of the House of Lancaster, 1450-1471

Mark scheme

June 2018

Version/Stage: 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 Assessment Writer.

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.

Further copies of this mark scheme are available from aqa.org.uk

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, i.e. 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.

The Wars of the Roses, 1450–1499

Component 2B The Fall of the House of Lancaster, 1450–1471

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining why Henry VI faced problems as king? **[25 marks]**

Target: AO2

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

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **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.

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.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the source was written around the time it refers to by a chronicler that was generally sympathetic to the Yorkist cause, and to Edward IV in particular. Therefore, its criticism is unsurprising
- the chronicler's anti-northern tone and implicit hostility to the Queen are notable with regard to the events that happened in 1461 with Margaret and her northern army.

Content and argument

- the chronicler claims Henry VI lost the support of his people because his power became too focused on the north of England
- the King was weak and it is implied that the Queen effectively controlled him
- the King was mentally unfit to rule and had not really been able to do so for some time.

Contextual knowledge should be used to assess the validity of these points, for example:

- the polarisation caused by Margaret's establishment of regional power bases based upon noble affinities
- Henry VI's reliance upon favourites like Suffolk, Somerset, Queen Margaret, and the control they exercised
- Henry VI's mental health, his previous collapses and their impact upon government
- the events of 1460–1461 and the extent to which Henry VI had any involvement or interaction with them.

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

Provenance and tone

- the source was written much later than the events it describes by an Italian cleric who did not know Henry VI and was reliant on the distant recollections of others
- Polydore Vergil was in the service of the Tudors, who claimed to be successors to the Lancastrians
- the tone is one that emphasises the virtues of Henry VI's character throughout his entire life, in a manner that makes him appear saintly and pious. Vergil was writing in the context of a political attempt to canonise the late King.

Content and argument

- Henry VI was a calm, peaceful and unwarlike man who sought to avoid conflict
- the King was highly virtuous and demonstrated many holy qualities despite the problems he faced
- Henry VI was not interested in wealth or earthly desires.

Contextual knowledge should be used to assess the validity of these points, for example:

- Henry VI's failure to participate in any military campaigns or battles during his reign, despite the many conflicts and the centrality of war to medieval kingship
- Henry VI's extensive use of pardons for his enemies and his willingness – the passivity with which he accepted the shifting control of his person at various times
- the acts that Henry VI undertook to demonstrate his piety, his religious and educational foundations.

In arriving at a judgement as to the relative value of each source, students may conclude that both sources have value in that they present aspects of the character of Henry VI that led to problems, Source A that Henry VI's illness and the control exerted over him by his wife, and Source B that Henry VI was unusually pious, merciful and unwarlike. The immediate contemporary nature of Source A and its focus on 1461 specifically contrasts with the more general sweep of Source B means that it presents considerably more specific evidence to support its viewpoint. There are considerable limitations regarding the authorship of both sources but Source B is particularly problematic. Any supported argument as to relative value should be fully rewarded.

Section B

- 02** 'The alliance with the Nevilles was essential to Richard of York in the years 1453 to 1460.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 suggesting that the alliance with the Nevilles was essential to Richard of York in the years 1453 to 1460 might include:

- the Nevilles were a very powerful northern family with strong ties to many others important families, including York's own wife, and held extensive lands and wealth
- Salisbury and Warwick were key supporters of, and officers in, the First Protectorate in 1454, at a time when Richard of York did not enjoy widespread noble support, as demonstrated by his earlier failures
- the Nevilles provided much military support for the Yorkist cause including key backing at battles, such as the First Battle of St Albans, Blore Heath, Ludford Bridge and Northampton
- Richard Neville, Earl of Warwick's, control of Calais as well as his charisma and popularity in southern England was crucial to the Yorkists after their exile in 1459 and subsequent return.

Arguments challenging the view that the alliance with the Nevilles was essential to Richard of York in the years 1453 to 1460 might include:

- Richard of York was powerful in his own right, his lands, retainers and Mortimer claim were all key to the advancement of his claims and he had some other noble allies like the Bouchiers
- the Nevilles had powerful enemies and rivals. These included the Percy family in the north and York's alliance with them alienated others
- the Nevilles shared York's disgrace in the period after the Second Protectorate between 1456 and 1459. They were attainted with him and forced to flee into exile in late 1459
- the Nevilles refused to support Richard of York's attempt to depose Henry VI in 1460.

Good answers are likely to consider that although the Nevilles were sometimes controversial allies they were, nevertheless, crucially important to Richard of York in the period in the question. It is doubtful that he would have been able to prevail and survive the military conflicts that he did without them or that he could have returned to power in 1460 alone. However, their support came at a price and Richard of York was not always able to dictate events.

03 'Edward IV lost his throne in 1470 due to the strength of the Lancastrians.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 suggesting that Edward IV lost his throne in 1470 due to the strength of the Lancastrians might include:

- the invasion of 1470 was undertaken in the name of the former Lancastrian king, Henry VI, and it established a 'readeption' regime
- the alliance between Margaret of Anjou and Warwick was key to the invasion and it had been agreed that Henry VI's son and heir, Edward, was to marry Warwick's daughter, Anne
- Louis XI of France provided material support to the invasion because he wished a Lancastrian restoration that would break the Yorkist alliance between England and Burgundy
- George, Duke of Clarence's support for the invasion was built upon the understanding that he was now the head of the House of York and would succeed to the throne if the Lancastrian line failed.

Arguments challenging the view that Edward IV lost his throne in 1470 due to the strength of the Lancastrians might include:

- Warwick's defection to the Lancastrian cause was due to issues with Edward IV including his own greed, the King's marriage and the new Yorkist nobility
- Edward IV demonstrated over-confidence, lingered in the north dealing with rebellion and was slow to act against the invasion
- Edward IV's decision to restore the Percy family in the north was critical because it meant dispossessing John Neville of his lands and titles there. This encouraged his vital defection to the Lancastrian cause
- Warwick had played the key role in stirring up the rebellions against Edward IV, in both 1470 and the previous year, and both seemed to have little connection to a desire for Lancastrian restoration.

Good answers are likely to conclude that although the invasion of 1470 did witness a short-lived dynastic change it was rather opportunistic. Without the fundamental tensions within the Yorkist regime and the failure of the relationship between Edward IV and the Earl of Warwick, it is highly unlikely that any Lancastrian invasion, meaningful enough to cost Edward IV his throne, could have been undertaken, let alone succeeded.