

Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (9HI0/30)
Advanced

Paper 3: Themes in breadth with
aspects in depth

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

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"> • 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • 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.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	8–12	<ul style="list-style-type: none"> • 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	13–16	<ul style="list-style-type: none"> • 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. • 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. • 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.
5	17–20	<ul style="list-style-type: none"> • 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, • 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. • 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.

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"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> • 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. • 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. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> • 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> • 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Question	Indicative content
1	<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. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value in revealing the character of King Edward IV and the reasons for the downfall of the Duke of Clarence. The individuals 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> <ol style="list-style-type: none"> The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> It has the strengths and weaknesses of an official public document It offers justification for Clarence's downfall and has the force of law It reflects the will of the king The charges and all the associated information are in the public domain and the political elite assented to this with no dissenting voices It is dated January 1478, the month parliament met and hence was clearly the major business of this parliament. The following inferences and significant points of information could be drawn and supported from the source: <p>Character of King Edward IV:</p> <ul style="list-style-type: none"> It claims that Edward has been kind and generous to Clarence, as a brother should be It claims that the king has been forgiving in the past It suggests a capacity for ruthless action when forced It suggests that Edward still felt insecure on the throne. <p>Reasons for Clarence's downfall:</p> <ul style="list-style-type: none"> It suggests that Clarence has exhausted the king's patience It claims that he has displayed un-brotherly ingratitude It claims he has been guilty of repeated treason It claims that he has threatened the security of the kingdom and is in league with foreign powers It claims he is a threat to the rights of the king's children. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the character of the king and reasons for Clarence's downfall. Relevant points may include: <ul style="list-style-type: none"> Instances of Clarence's past disloyalty The honours given to Clarence by Edward The significance of an Act of Attainder The fact that Clarence had bitterly divided the royal family, alienating the Woodvilles and his younger brother Richard Clarence's negotiations with Burgundy and Louis XI's intrigues to blacken Clarence's name with Edward.

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 both Henry IV and Henry VII faced rebellions in the early years of their reign because of their violent seizure of the crown.</p> <p>Arguments and evidence that the rebellions arose as a result of their violent seizure of the crown should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both kings gained the crown by military action and both then faced challenges to their legitimacy • Both of their predecessors died as a result of their actions • Both kings faced claimants for the crown with claims as good as, if not better, than theirs • Henry IV broke his initial promise of 1399 that he was not coming to seize the crown, thereby making his seizure all the more damnable in the eyes of many. <p>Arguments and evidence that the rebellions arose as a result of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Foreign support for rebellions against both kings was only partially connected to the original violent seizure of the crown • It was the subsequent behaviour of Henry IV that alienated the Percies, who had backed him in 1399 • Regional interests played a crucial part in Glyndwr's activities against Henry IV • The Cornish Rebellion of 1497 was largely over taxation. <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 about the significance of the challenge posed by Cade's rebellion in 1450 to the government of Henry VI.</p> <p>Arguments and evidence supporting the idea that the rebellion was a significant challenge should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The rebellion appeared well organised and attracted widespread support • There was a broad social spectrum of support, including many of gentle birth • The demands of the rebels were not largely related to local issues but affected the whole kingdom • The Manifesto of 4 June 1450 seems to have been intended to influence parliament • The rebels gained control of London • The rebellion seems to have been associated with the Yorkist cause. <p>Arguments and evidence countering or reducing the significance of the challenge posed by Cade's rebellion to Henry VI's government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In earlier manifestoes prior to 4 June, local Kentish grievances had more prominence • The rebellion lacked stamina and discipline over a period of time • The lords and gentry rallied to the government to crush disorder, indicating it had a relatively narrow support base • The rebellion did not alter the political situation or enhance the power of the Duke of York. <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 the suggestion that the key factor in upholding and extending royal power in the years 1399–1509 was the financial resources available to the crown.</p> <p>Arguments and evidence that financial resources were the key factor should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Royal wealth was essential in buying and keeping the loyalty of the gentry and nobility throughout the period • Money was vital to hire and pay troops • The pageantry and dignity of monarchy demanded display, which was expensive • The giving of alms to the poor and feeding of the influential at court was expensive and a key element in maintaining royal prestige • The weakest period of royal power coincided with the lowest point in royal income in the late 1450s. <p>Arguments and evidence contradicting or modifying the proposition that the key factor in upholding and extending royal power was financial resources should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The personality and charisma of the monarch was as vital or even more vital, e.g. in the case of Henry V or Edward IV • The actions and conditions of foreign powers, regardless of the financial strength of the monarchy, were influential • The personalities and ambitions of individual nobles could challenge or threaten royal authority, regardless of the monarchy's financial strength • There was a natural and residual loyalty to a legitimate monarch: the 'divinity that doth hedge a king', which could prove problematical irrespective of a king's financial resources, e.g. Henry IV • Military skill and success on the part of kings was highly significant in their ability to uphold royal power, e.g. Henry V. <p>Other relevant material must be credited.</p>

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 as to how far, throughout the period 1399–1509, the power of the nobility was a source of disorder rather than stability in the kingdom?</p> <p>Arguments and evidence supporting the proposition that the nobility were a source of disorder rather than stability in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Local rivalries could become so embittered as to undermine royal authority, e.g. the Bonvilles and Courtenays in Devon in the 1450s • Livery and maintenance could lead to the undermining of royal justice • At times, particular families or individuals could become so powerful as to threaten the crown, e.g. Richard Neville, Earl of Warwick • At times and in some locations monarchs preferred to rely on churchmen or the gentry rather than trust the greater nobility in spite of their authority in the area. <p>Arguments and evidence that the nobility were a source of stability and support for the monarchy in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • All of the monarchs of this period relied on leading noble families to control different areas of the country for them; this was particularly true of the more remote or most troublesome • It was usually the relatives of the greater nobility who staffed the senior positions in the church and the bureaucracy • Even Henry VII, the king who was probably the most distrustful of the greater nobility, relied on Jasper Tudor in Wales and John Howard in the north. • The crown relied on the nobility to provide indentured retainers in war