



A-level History

7042/2B- Component 2B The Wars of the Roses, 1450–1499
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.

Component 2B The Wars of the Roses, 1450–1499

Section A

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the reasons why Edward IV was able to recover the throne in 1471. **[30 marks]**

Target: AO2

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

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- 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.

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

Provenance, tone and emphasis

- although the exact identity of the chronicler is disputed, this is a very highly regarded source of knowledge for Edward IV's reign
- the chronicler's insider status is valuable but he was writing later than the event and in the knowledge of wider and later events
- the tone is knowing and emphasises the political and diplomatic moves made by Edward IV.

Content and argument

- Edward IV's cleverness and political acumen are themes of the source, in particular his violation of his oath regarding his claim to be merely Duke of York
- The external support that Edward had received from the Duke of Burgundy
- the lack of resistance to Edward IV and his connection to Henry Percy, the Earl of Northumberland, he had recently restored could be considered important regarding his northern landing
- Edward's subtle and successful political efforts to secure the defection of his brother, George of Clarence, are highlighted and the importance of this to the size of Edward's forces is an area for investigation.

Source B: In assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- the writer recounts from a London perspective and the events he recalls happened within the capital and nearby at Barnet
- given that it was written so much later than the events and in a Tudor context, its admiration for Edward's ability is noteworthy
- the tone is authoritative and detailed with regard to the military situation, and this also provides much of the emphasis.

Content and argument

- the focus of the content is on the failings of Edward IV's enemies, which is implicit in the larger size of the Lancastrian host opposing him
- the chaos in London and failure of its people to support the Lancastrian cause is an important theme
- Henry VI is portrayed as a passive bystander and this can be contextualised by his previous inaction

- the divisions in the Lancastrian forces are suggested with regard to Clarence's defection but also between Warwick and Oxford. The competing motives of these nobles could be considered.

Source C: In assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- the writer was a servant of Edward IV and the account was meant for wide distribution so inevitably wanted to present the Yorkist King in the most flattering and dynamic way possible
- the writer is dismissive of Edward's opponents and regards them as usurpers and pretenders who act dishonourably
- although the writer was very supportive of Edward IV, he wrote it at the time of the events and may have witnessed many of them
- the tone is euphoric, highly partisan, and aimed at justifying the King's 'rightful' title.

Content and argument

- Edward is presented as brave and determined to recover his rightful inheritance and he is sharply contrasted with Warwick
- Edward's personal bravery at the battle of Barnet is emphasised as the main element of his victory there
- Likewise, emphasis is placed on his actions at Tewkesbury and the context of this regarding his swift response to the Lancastrian threat could be explored
- the honourable nature of Edward IV's actions could be questioned, especially regarding the deaths at Tewkesbury and the subsequent murder of Henry VI.

Section B

- 02** How important was the Duke of Somerset in preventing Richard of York from dominating English government until 1453? **[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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.

Factors that may be used to support the view that the Duke of Somerset was important in preventing Richard of York from dominating English government until 1453 might include:

- Somerset maintained very close ties with Queen Margaret and both she and the King saw him as a member of the extended Lancastrian family through his descent from John of Gaunt
- Somerset had a high degree of control over the King's household which he had inherited as Suffolk's political heir
- many members of the King's household and government accepted Somerset's informal control as it shielded them from the 'reforms' that York sought
- Somerset showed, through a series of royal initiatives, that he could restore law and order
- Somerset quietly made some modest reforms regarding royal finances and the trial of some government figures accused of corruption. This appeased opposition as shown by the favourable Reading Parliament.

Factors that may be used to challenge the view that the Duke of Somerset was important in preventing Richard of York from dominating English government until 1453 might include:

- Henry VI was king and as such, even if it was more theoretical than real, he was the dominant figure in government until his illness in 1453
- the nobility were suspicious of York's intentions and his associations with the common people – his noble support was very thin at this time
- Henry VI's lack of an heir until 1453 fuelled the view that York was acting from selfish dynastic reasons
- York's two attempted military interventions against the King's government, in 1450 and 1452, alienated loyal supporters of the Crown
- the nobility as a group did not accept the charges made against Somerset by York and insisted on seeing it as a largely private quarrel.

In summary, students may conclude that although Somerset did have great influence in the government until 1453 this is insufficient to explain York's failure. Much of Somerset's power came from the fear in the household at what York would do if he came into power and his actions had also alienated the nobility. Without wider support from either of these groups, any attempt to dominate government was doomed to fail.

- 03** To what extent did Edward IV adopt new methods of government in the years 1471 to 1483? **[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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.

Factors that may be used to support the view that Edward IV adopted new methods of government in the years 1471 to 1483 might include:

- the Nevilles had dominated much of the government in the first reign, especially Warwick and, in the North, John Neville. Edward had used their power and connections to govern. But they were replaced with the Woodvilles, especially Earl Rivers and the Marquess of Dorset, who were much more powerful in the second reign than they had been in the first
- Edward IV developed new administrative organisations to help him tighten control – including the Council of the North (1472) and the Council of Wales and the Marches (1472)
- Edward IV's second reign saw a far greater emphasis on attempts within government to improve the King's financial position from land, trade, grants and benevolences
- Edward IV was more ruthless in the second reign as demonstrated by the fate of Edward of Lancaster, Henry VI and George of Clarence
- the royal family itself was more dominant in the second reign, Gloucester dominated in the north and Edward's landed power grew, especially after 1478. The appropriation of the Mowbray inheritance further demonstrated this.

Factors that may be used to challenge the view that Edward IV adopted new methods of government in the years 1471 to 1483 might include:

- Edward IV continued to rely upon the English Church to provide stability and support
- local government included sheriffs and justices of the peace and in both reigns, Edward sought to increase the prominence of the latter to challenge abuses by the former
- Edward IV continued to demonstrate clemency and pardons for former Lancastrians willing to work with his Yorkist regime
- although some personnel changed, Edward continued to rely upon the nobility to maintain law and order in the regions and the theoretical limits on retaining and maintenance were largely ignored
- in both reigns Edward IV was willing to intervene personally on tours of the realm to deal with disturbances of the peace.

In summary, students may conclude that many of the foundations and structures of government remained constant in both the first and second reign but that, nevertheless, there were some key new methods that were adopted. The kingdom was governed more closely by those in either the direct or extended royal family, most notably the Woodville affinity, and far greater emphasis was placed upon the financial and political security of the Yorkist dynasty.

- 04** To what extent did fear of the Woodvilles influence Richard of Gloucester’s seizure of the throne in 1483? **[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.

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- 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.

Factors that may be used to support the view that fear of the Woodvilles influenced Richard of Gloucester's seizure of the throne in 1483 might include:

- the Woodvilles had become very powerful in Edward IV's second reign, especially Earl Rivers
- in early 1478 Richard's brother, George, Duke of Clarence, was executed for treason and it has been suggested that he both blamed the Woodvilles and was afraid the same could happen to him
- the new King, Edward V, was only 12 and had been raised by his maternal uncle, Anthony Woodville. He was known to be close to his mother's family and hardly knew Richard
- the minority council was dominated by the Woodvilles and sought to bring Edward IV's coronation forward to minimise Richard of Gloucester's influence as protector
- events in 1483 may have motivated him: Gloucester alleged that Woodville forces attempted to ambush and kill him. It is possible that Gloucester feared the loss of his vast northern estates because the death of George Neville meant that they were in jeopardy, as the new heir was held by the Queen's son, Dorset.

Factors that may be used to challenge the view that fear of the Woodvilles influenced Richard of Gloucester's seizure of the throne in 1483 might include:

- there is serious doubt about evidence for long-term hostility between Gloucester and the Woodvilles. He had benefited from Clarence's death and Earl Rivers was happy to meet with Gloucester and taken completely by surprise by his arrest
- Richard's short-term ambition may well explain his actions. His seizure of the young King was followed by a coup against his loyal followers, notably Hastings
- Richard wrote to the north for military support and used fear of it in London. His northern followers also used his authority to execute Rivers and Richard Grey, an unlikely step if they did not already think that Richard intended to seize the throne
- Richard encouraged the rumours of the illegitimacy of Edward V spread by his supporters, like Buckingham, and accepted the throne on these grounds
- Gloucester may have been taken by surprise by events in 1483 and may have been reacting to events. His motivation may have been to maintain order.

In summary, students may conclude that although the Woodvilles were a powerful, grasping family that were determined to maintain and enhance their authority in Edward V's regime, there is little to indicate that they were openly a threat to Richard of Gloucester. Gloucester's actions and numerous coups were far more destabilising and provocative and seemed to demonstrate a ruthless, if likely opportunistic, desire for the throne. His actions against loyal servants of his brother, like Hastings (no friend of the Woodvilles) indicate that it was not just the Queen's family that he was opposing.