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AS

# History

The Wars of the Roses, 1450–1499

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

Mark scheme

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7041

June 2017

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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.

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June 2017

The Wars of the Roses, 1450–1499

AS History 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 there was a crisis in England in 1450? **[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 a couple of years after the events of 1450, but in the context of the Lancastrian court's attack against Richard of York's followers in the aftermath of the Dartford incident of 1452
- the tone is one of accusation as it is an official document written with the intent to demonstrate the guilt of William Oldhall. He was successfully attainted as a consequence.

### Content and argument

- the indictment is that William Oldhall conspired with others to overthrow Henry VI and replace him on the throne with Richard of York
- the lack of a clear succession to Henry VI, who was still childless and without a direct heir, consideration of York's claims and those of his rivals
- the role that was played by Jack Cade's rebellion and potential connections to the Duke of York as indicated indirectly with reference to correspondence with Kent and Sussex
- the degree to which Richard of York played upon his dynastic position during the events of 1450 and his proposed governmental reforms.

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

### Provenance and tone

- the source was a contemporary one in a position to comment on the events of the crisis of 1450 as they were centred upon London and South East England
- the tone is one of hostility to the favourites of Henry VI and is valuable in articulating resentment against those, especially the Duke of Suffolk, who were perceived to have caused England's problems.

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**Content and argument**

- the accusations made against the Duke of Suffolk with regard to the loss of France and his involvement with those events
- the resentment felt by those who returned from France in 1450 and the impact of their arrival in the parts of England where they were most heavily concentrated, e.g. Kent
- the complicity of the King in the release of Suffolk and his closeness to a court party that was increasingly unpopular and perceived as corrupt
- the degree of general lawlessness that resulted, directly and indirectly, from unpopular decisions made by Henry VI and his government.

In arriving at a judgement as to which source might be of greater value, students may conclude that although two perspectives are presented, the one in Source B more accurately reflects the situation in 1450, given the context of defeat in France and the perceived corruption of the Lancastrian government under Suffolk and others. Although Source A identifies a differing perspective, it is one informed by subsequent events, most notably the Dartford incident, that had led the Lancastrian government, then dominated by Somerset, to see Richard of York as a dynastic threat. Therefore, it is highly plausible that the government was re-interpreting the earlier events of 1450 in a manner that gave it a pretext to remove York's key supporters.

**Section B**

- 02** 'Richard of York was in a much stronger position in 1456 than he had been before August 1453.'

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**

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## 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 Richard of York was in a much stronger position in 1456 than he had been before August 1453 might include:**

- his military victory at St Albans and the death of many of his bitterest enemies, especially the Duke of Somerset
- the increased and active support of some noble families, most notably the Nevilles
- the illness of the King, position of protector, and the successes of the First Protectorate added to his credibility most notably with regard to justice, feuding and law and order
- the Second Protectorate had established a broadly based regime including those who had opposed York prior to 1453 or indeed at St Albans.

**Arguments challenging the view that Richard of York was in a much stronger position in 1456 than he had been before 1453 might include:**

- as a result of the birth of Prince Edward in October 1453, Richard of York could no longer claim to be heir presumptive to the throne
- the violence perpetrated by the Yorkists at St Albans in 1455 established blood feuds against York by powerful nobles such as the Percy family
- York's actions between 1453 and 1456, including his opposition to her proposed regency, drove Queen Margaret into active opposition to York, she played a major role in his removal in 1456 and the removal of his supporters from government
- York's period of rule in both protectorates had failed in some respects, especially with regard to repairing royal finances. York's attempts to do this had embittered many of the lords and his rule had bred resentment against him and his Neville allies.

Good answers may consider that although Richard of York's two periods of governance and his military victory at the First Battle of St Albans had made him a dominant force in the time period of the question, they did not necessarily make him stronger. The problem of how to run the country when the King was obviously deficient had not been resolved and his authority could not be indefinitely assumed by others. York's rule had left him exposed to the complaints and bitterness of his enemies.

- 03** ‘The success of the Yorkists in 1460 and 1461 was mainly a consequence of Lancastrian mistakes.’

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**

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## 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 success of the Yorkists in 1460 and 1461 was mainly a consequence of Lancastrian mistakes might include:**

- the Lancastrians enjoyed control of the government of England as well as the widely accepted king so held the means to defeat the Yorkists if used appropriately
- actions by the court party around Queen Margaret had, arguably, provoked the situation that led the Yorkists to take up arms
- failure to control Lancastrian forces led to both military defeats and the resentment of the civilian population
- the economic recession and failures of Lancastrian commercial policy alienated important and influential sections of the population, especially in the south of England.

**Arguments challenging the view that the success of the Yorkists in 1460 and 1461 was mainly a consequence of Lancastrian mistakes might include:**

- the key military successes achieved by the Lancastrians in this period and Yorkist failures, most notably the death of Richard of York and Salisbury
- the Earl of Warwick was a highly skilled and popular propagandist and he put this to work on several occasions to generate support for the Yorkist lords
- the Yorkist lords were small in number but powerful, with wide and loyal affinities spread across England that could be relied upon to support them
- the Yorkists acted decisively to achieve key objectives such as securing the capital, gaining possession of the King, challenging the dynastic authority of the Lancastrians and engaging their foes in battle.

Good answers may conclude that although the Yorkist lords demonstrated high levels of competence on several occasions, England was the Lancastrians' to lose. At several key points, the forces of Queen Margaret alienated the population and she arguably turned it into a regional conflict between the north and south of England. The factionalism that ultimately resulted in the conflict becoming a dynastic one was arguably a product of the actions of the Queen and her supporters. Additionally, the Lancastrian forces outnumbered their opponents at decisive encounters such as Towton but failed to achieve victory.