



Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (9HI03) Paper 30
Advanced

Unit 3: Themes in breadth with aspects in depth

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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. <ul style="list-style-type: none"> • 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.
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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.
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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 the source to consider its value for an enquiry into character of Richard III and opposition towards his kingship. 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 authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none">The chronicle offers a description of events following Richard's usurpation of the throneJudgements were highly subjective and were the views of the chroniclerThe intended audience was other members of the Church so the views were not for the public domainThe chronicle was written in Henry VII's reign, after Richard's death, so would want to justify his claim to the throne and the events surrounding his subsequent victory at the Battle of Bosworth.The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<p>Character of Richard III:</p><ul style="list-style-type: none">It claims in order to secure his power base in the North, Richard needed to hold a second coronation there and made his son Prince of WalesIt claims that he was corrupt and made use of his new wealth to celebrate his coronation and acted contrary to the terms of King Edward's willIt claims that Richard was keen to spend and use the treasure and wealth that Edward had amassed, rather than save it carefully and this reflected his sense of self-importanceIt claims that Richard was capable of ruthless action to secure his position.<p>Opposition to his kingship:</p><ul style="list-style-type: none">The source indicates that opposition to the King was largely concentrated in the south of EnglandIt implies that the murder of the two princes was one of the causes of opposition to Richard IIIIt provides evidence that Henry, Duke of Buckingham first opposed the kingIt claims that Henry, Earl of Richmond, was seen as a potential leader for opposing the King and was the only alternative claimant available.Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">Richard's coup was initially successfulA major revolt was led by the Duke of Buckingham in October 1483 across areas of England and WalesRichard's dependence on the North alienated other parts of his kingdomSpeculation about the fate of the Princes in the TowerHenry, Earl of Richmond, later Henry VII as an alternative claimant to the throne and the support that he had garnered.

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 Henry IV struggled to maintain his hold on the throne in the years 1399-1405.</p> <p>Arguments and evidence that Henry IV struggled to hold onto the throne should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Henry was insecure on the throne and felt that his legitimacy was doubted following the plot of 1400• Henry faced challenges from Owain Glyndwr which lasted for most of his reign and by 1405 Glyndwr controlled much of Wales• Henry faced threats from the nobility e.g. Henry Percy, Earl of Northumberland, and his son Henry, called Hotspur at the Battle of Shrewsbury (1403)• Henry faced challenges from all sectors of society, nobles and members of the Church e.g. the rebellion in the North (1405)• Henry faced challenges from abroad e.g. France aided the Welsh rebels in 1405. <p>Arguments and evidence that contradict the proposition should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• Henry successfully negotiated a truce with Scotland in 1401 that enabled him to establish his position on the throne without any immediate incursions from north of the border• Henry was able to put down all the rebellions he faced and to exert his control e.g. execution of the Archbishop of York following the rebellion in the North (1405)• Following the defeat of Hotspur in 1403, Henry had a stronger hold on the throne• The geography of the challenges Henry faced i.e. the far North and Wales, suggests Henry's authority was accepted throughout much of the country. <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 on the suggestion that the Yorkshire Rebellion (1489) posed a serious threat to Henry VII</p> <p>Arguments and evidence that the Yorkshire Rebellion was a significant threat should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The rebellion demonstrated that the king's control of the kingdom was not yet secure • The rebellion required a royal force to be dispatched • Henry was unable to collect tax in this manner again due to fears of another rebellion, which impacted upon Henry's foreign policy ambitions • Henry re-established the Council of the North to maintain control over the region • The Earl of Northumberland was assassinated by the rebels showing that the rebellion had the potential to be a significant threat. <p>Arguments and evidence that the Yorkshire Rebellion was of only minor significance to Henry VII's reign should be analysed and evaluated. Relevant points may include</p> <ul style="list-style-type: none"> • The rebellion was soon over and quickly put down by the Earl of Surrey • The demands made by the rebels related to taxation only, and not broader issues; the rebels remained loyal to the monarch in their demands • There was no influential leadership which could have increased the potential of the rebellion • The rebellion reflected local tensions rather than national ones • Henry travelled North and issued pardons to many involved, he faced no more problems in the North • The rebellion took place far from London and there was no attempt to march south. <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 as to whether the Spanish marriage of 1499 was the key diplomatic development between 1399 and 1509 in the strengthening of the English crown.</p> <p>Arguments and evidence that the Spanish marriage of 1499 was the key diplomatic development in strengthening the English crown should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The marriage treaty promised Henry VII 200,000 crowns and increased Henry's power, wealth and status• An Anglo-Spanish alliance acted as a counterweight to the power of France from the Treaty of Medina del Campo in 1489• The full treaty of alliance of 1499 led to the end of the threat of the Earl of Warwick and Perkin Warbeck• Despite Arthur's death in 1502 the alliance was maintained with Catherine's marriage to Arthur's brother, Henry• The end of the period (1485 onwards) was more peaceful in foreign policy terms than the preceding period (1399 – 1485) and diplomacy was increasingly used instead of war. The marriage alliance was the culmination of this shift. <p>Arguments and evidence that the Spanish marriage was not the key diplomatic development in the strengthening of the English crown and/or that other developments were as important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The marriage and the alliance ended in disarray when Arthur died in 1502 and Henry VII wanted to move towards other alliances e.g. with the Habsburgs• Relations with France had more impact on the security of the English crown e.g. during the reign of Henry IV• Foreign marriages had taken place throughout the century e.g. Treaty of Tours 1444• Edward IV achieved a greater diplomatic success with the Treaty of Picquigny 1475 which established peace with France and gained him a substantial pension• The marriage of Henry V to Katherine de Valois allowed their son to become King of France, the marriage alliance of 1499 did not have similar consequences• Foreign marriages did not necessarily make the country more secure, Henry VII, Richard III and Edward IV had all married within the kingdom and this had no impact on diplomacy• Spain was not necessarily the best ally for England and if Henry had made an alliance with France this may have made his reign more peaceful and reduced the threat of the pretenders. <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 on the suggestion that monarchs relied upon major landowners to govern the kingdom effectively during the period 1399-1509.</p> <p>Arguments and evidence that the monarchs relied upon major landowners to govern the kingdom effectively should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The efforts of the major landowners were vital in maintaining peace and security throughout the kingdom on behalf of the monarch e.g. the Percys and the Nevilles in the north • Major landowners were essential in governing the kingdom following the accession of the young Henry VI in 1422 • The ability to govern and collect taxes across the country was dependent on powerful magnates e.g. Gloucester on behalf of Edward IV in the 1460s • Monarchs often used members of their family to govern the regions e.g. Jasper Tudor in Wales under Henry VII from 1488 • Rewards made to major landowners could guarantee loyalty and support e.g. Henry V. <p>Arguments and evidence modifying the position that monarchs could not rely upon major landowners and/or that they relied on other elements to govern the kingdom effectively should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The personalities and ambitions of individual nobles could challenge or threaten royal authority and major landowners were able to build up powerbases e.g. against Henry IV, Edward IV and Richard III • The Wars of the Roses saw a complete breakdown in the control of the kingdom by major landowners on behalf of the monarch • Henry VII made less use of major landowners in central and local government than his predecessors • Attainders, bonds and recognisances had to be used to ensure that major landowners behaved loyally and to punish those who did not • There were on occasions power struggles between major landowners in different regions e.g. the Courtenays and Bonvilles in the southwest in the 1450s. <p>Other relevant material must be credited</p>

