

**GCE**

**History A**

**Unit : Y105/01 England 1445 – 1509: Lancastrians, Yorkists  
and Henry VII**

Advanced GCE

**Mark Scheme for June 2017**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that Richard, Duke of York was responsible for his own downfall.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the view</b>, answers might consider the fact that the source points out how ready the Duke of York was to resort to force of arms, that he was regarded as a traitor and that his control over his own forces was not as strong as it might have been.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might point out that the fact this is a Burgundian source suggests the disinterested nature of the account.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might suggest that throughout the period of his open and armed struggle with the Lancastrians, given the date of the source, York was frequently wrong-footed and struggled to convince the majority of the elite of the justice of his cause.</li> <li>• <b>In discussing how Source B does not support the view</b>, answers might consider the legitimacy of York's claim and point out that he was accepted in Parliament as Henry's heir, suggesting he was justified in complaining of the misconduct of the Queen. However, answers might also consider the degree of support for this act.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might point out that though this was an Act of Parliament, the Parliament of 1460 was far from representative of the entire English elite, given the state of conflict which already existed within the</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above there will be judgement about the issue in the question.</li> <li>• To be valid judgements they must be supported by accurate and relevant material.</li> <li>• At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme.</li> </ul>

		<p>kingdom.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source B,</b> answers might argue that the Act of Accord was a hastily agreed compromise which only followed the totally unexpected claim of the throne by York which took even Warwick by surprise. They may go on to discuss the effect it had on the Lancastrian supporters of Queen Margaret, as well as considering its role in provoking York to the hasty action at Wakefield which produced his death.</li> <li>• <b>In discussing how Source C does support the view,</b> answers might consider the disorganized nature of York's forces as his men 'roamed the countryside' in search of supplies, the scale of both the opposition to York at Wakefield and of the destruction of his own forces, as well as the obvious contempt held for York which the story of the 'paper crown' suggests.</li> <li>• <b>In discussing the provenance of Source C,</b> answers might point out the even-handed nature of the account which is noticeably reluctant to pass opinion on the characters involved as well as referring to the battle as 'horrible'.</li> <li>• <b>In discussing the historical context of Source C,</b> answers might argue that the even-handedness of the source at such a dramatic and fraught time makes it particularly valuable.</li> <li>• <b>In discussing how Source D does support the view,</b> answers might consider the contrast this source provides to that in Source C. In this source, only shortly after the Battle of Wakefield, it is the Yorkist leader who is successful, who is slaying a rather larger number of men than those killed on his father's side at Wakefield, and who is inflicting humiliation on his defeated Lancastrian opponent.</li> <li>• <b>In discussing the provenance of Source D,</b></li> </ul>		
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		<p>answers might again point to the apparent even-handedness of the source.</p> <ul style="list-style-type: none"><li>• <b>In discussing the historical context of Source D,</b> answers might point out that the scale of the Yorkist defeat at Wakefield might, very understandably, have produced panic in a relatively inexperienced 19-year old. However, the fact that Edward, Earl of March was able to recover so rapidly and so successfully from his father's defeat and went on to seize the throne itself shortly after this battle would suggest that there was no inevitability about his father's defeat, proving that that defeat was very much due to the personal mistakes of Richard of York himself.</li></ul>		
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2*		<p><b>Mark Scheme Section B</b></p> <p><b>‘Richard III lost his throne because of his own mistakes.’ How far do you agree?</b></p> <p><b>In arguing it was the mistakes of Richard III which lost him his throne,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the unpopularity of his usurpation which was quickly followed by the rebellion of his closest ally, Buckingham, and the lack of credibility of his claims concerning the illegitimacy of his nephews. The usurpation might be argued to have produced a rupture amongst the Yorkist establishment from which it never recovered.</li> <li>• <b>Answers might consider</b> the effect of his presumed murder of his nephews which led to the alliance between Margaret Beaufort and the Woodvilles and saw the French Chancellor openly criticising Richard for his involvement in the crime. The apparent lack of support Richard received at Bosworth may well be cited as a factor springing from the murder of Edward V and his brother.</li> <li>• <b>Answers might consider</b> the impact of Richard’s reliance upon northerners in government which alienated large sections of the southern gentry and nobility. His reliance on individuals such as Lovell, Catesby and Ratcliffe was bitterly resented.</li> <li>• <b>Answers might consider</b> the impact of Richard’s animosity for the French and Scots on their support for Henry Tudor.</li> <li>• <b>Answers might consider</b> the strategic mistakes made by Richard at the Battle of Bosworth.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on ‘how far’, but at level 4 may simply list reasons.</li> <li>• At level 5 and above, there will be judgement as to the relative importance of reasons.</li> <li>• At higher levels, candidates might establish criteria against which to judge the importance of reasons.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels’ mark scheme.</li> </ul>
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		<p><b>In arguing other factors were more important in bringing about Richard's downfall,</b></p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> the consistent failure of the Yorkist regime to deal with the problem of an over-mighty nobility and its reliance upon traditional methods of kingship.</li><li>• <b>Answers might consider</b> the impact of the ambitions of Margaret Beaufort/Henry Tudor, the Stanleys and the Percies; the latter, especially, may well have resented Richard's creation of the Council of the North as well their experience of Richard in the North under Edward IV.</li><li>• <b>Answers might consider</b> the financial weaknesses of the Yorkist Crown which, by 1485, left Richard markedly in need from his more important subjects.</li><li>• <b>Answers might consider</b> the diplomatic isolation in which England found herself by the end of Edward IV's reign.</li></ul>		
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3*	<p><b>How successful was Henry VII in his treatment of the nobility?</b></p> <p><b>In arguing Henry VII was successful in his treatment of the nobility,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the failure of men such as the Earl of Lincoln and Sir William Stanley to depose him.</li> <li>• <b>Answers might consider</b> the success of his policy of ensuring nobles only received favour in return for loyal service to the Crown. For example, Thomas Howard only regained his family estates after his success at the Battle of Flodden, despite years of fidelity.</li> <li>• <b>Answers might consider</b> Henry's good fortune in not having the number of close relatives as, for instance, Edward IV had had. Jasper Tudor had no children of his own and, furthermore, families such as the Percies were weakened by the inheritance of a ten-year old in 1489; the Earls of Shrewsbury and Oxford were fiercely loyal to the regime.</li> <li>• <b>Answers might consider</b> the few new nobles created by Henry. Subjects were rewarded with the Garter rather than elevation to the nobility and, accordingly, there was much less alienation of royal estates.</li> <li>• <b>Answers might consider</b> the use of attainder, bonds and recognisances as well as the control of livery and maintenance and the use of the Council Learned. Acts of Parliament against retaining in 1487 and 1504 might also be considered as well as the use of the gentry as JPs.</li> </ul> <p><b>In arguing Henry was not successful in his treatment of the nobility,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the fact that the nobility</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on 'how far', but at level 4 may simply list reasons.</li> <li>• At level 5 and above, there will be judgement as to the relative importance of reasons.</li> <li>• At higher levels, candidates might establish criteria against which to judge the importance of reasons.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels' mark scheme.</li> </ul>
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		<p>remained vital to the operation of effective government and that in his latter years, especially after the death of Prince Arthur, Henry faced an increasing backlash from the nobility as the severity of his use of bonds and recognisances provoked resentment leading to the view that only his death allowed him to avoid serious rebellion.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> it was good fortune rather than skill which aided Henry because of the deaths of many powerful nobles in the years preceding his accession. For example, the Duke of Norfolk fell at Bosworth; the Duke of Buckingham had been executed for his rebellion in 1483; the heir to the earldom of Northumberland was a child. Henry VII was in charge of the estates of all three nobles.</li> <li>• <b>Answers might consider</b> that, in fact, Henry’s reign was peculiarly prey to rebellion and that the use of pretenders such as Simnel and Warbeck by nobles such as Lincoln as well as the length of the Warbeck rebellion proved how insecure Henry’s control was.</li> <li>• <b>Answers might consider</b> the possibility of Woodville involvement in the Simnel rebellion as well as the reluctance of Henry’s own men at Stoke to commit themselves before success was clear. Such arguments may also consider the involvement of Stanley in the Warbeck rebellion.</li> <li>• <b>Answers might consider</b> the continuing nature of noble rebellion against Henry with the flight of the de la Pole brothers in 1501. The fact that the Parliament of 1504 (almost 20 years after Henry’s accession) passed more attainders than any other in his reign could be seen as emphasising his failure to control the nobility.</li> </ul>		
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APPENDIX 1 – this contains the generic mark scheme grids.

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
<b>Level 1</b> 1–5 marks	This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question.
0 marks	No evidence of understanding or reference to the sources.

	<i>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.</i>
	<b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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