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A-level  
**HISTORY**  
**7042/2B**

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

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**Mark scheme**

June 2019

Version: 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](http://aqa.org.uk)

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System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. <b>Always</b> provide a text box comment at the end of each answer.

## 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 aims of the Yorkists in 1460. **[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

- the emphasis of the source is on the motive of the Yorkists to rid the king of his 'evil advisors'
- the manifesto was written by the Yorkist lords immediately before their invasion and might be expected to represent their true aims
- the purpose of the manifesto is to justify actions that would otherwise be regarded as treason, so it is careful to emphasise respect for the King – and justify their 'rightful' position to their audience
- the manifesto seeks to stir up popular support for the Yorkist cause and therefore uses language designed to inflame opinion against those around the King.

### Content and argument

- the Yorkist lords are presented as merely seeking justice for the people and the common good
- the source refers to the unpopularity of those associated with the King due to the loss of France, a valid inference can therefore be that the Yorkists want to rid the king of this influence
- the favourites of the King mentioned had all become strong members of the Lancastrian party due to the actions of Queen Margaret, to whom the manifesto makes no reference
- the written pledges of the Yorkists could be set in context regarding subsequent events; it is noteworthy that Richard of York and his son Rutland were in Ireland and not Calais at this time.

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

### Provenance, tone and emphasis

- the chronicle was written after the events of 1460 and after the death of York and succession of the House of York to the throne
- the emphasis of the source is on the motives of Richard of York, without reference to his prominent supporters
- the events described all happened within London, the place of specialist knowledge for the writer of the source. London was also largely pro-Yorkist by 1460 as be seen in their opening of the gates to Warwick
- the tone of the source is measured and knowledgeable with much detail regarding the events.

### Content and argument

- Richard of York is presented as forceful and determined to seize the Crown, his dynastic objectives are clearly dominant

- there is evidence that York's actions in claiming the throne were not universally supported by his allies, especially the Nevilles
- the compromise Act of Accord is referenced, this led to Richard of York's renewed protectorate
- suspicion of Richard of York by the wider nobility may be considered to justify why Yorkist objectives seem to have shifted.

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

**Provenance, tone and emphasis**

- Jean de Waurin was not in England before 1467 and therefore had no direct experience of the events he describes
- the account was written in 1471 after the breach between the House of York and Warwick and it is possible that this influenced Waurin
- the events described all allegedly happened among the senior Yorkists in private, it is doubtful how Waurin could be aware of these events
- the tone of the source is dramatic and is presented as happening at a rapid pace.

**Content and argument**

- the Yorkists are presented as divided with regard to their aims, this can be seen in Archbishop Bourchier's refusal to participate in any coronation of York
- the actions of the Nevilles were more consistent with their stated aims and the previous protectorates than the radical action of Richard of York
- the previous reluctance of the Nevilles to support Richard of York, due to his perceived radicalism in the early 1450s, could be considered
- the division in the source reflects the division between the Yorkists formerly in exile in Calais and those formerly in Ireland.

**Section B**

**02** How politically influential was Margaret of Anjou between 1450 and 1459? **[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.**

**Arguments/factors suggesting that Margaret of Anjou was politically influential between 1450 and 1459 might include:**

- as wife of the King, Margaret was a political operator; she held much influence over her husband and it was extremely difficult for the Yorkists to ignore her
- the birth of Prince Edward, an heir for Henry VI, strengthened the Queen immeasurably, as mother of the future king
- after Somerset's death in 1455, Margaret became the effective head of opposition to Richard of York; her involvement brought about the end of the Second Protectorate
- Margaret seems to have played the major role in moving the court to Coventry and the Loveday events, as well as building up a loyal faction seeking revenge against the Yorkist lords
- Margaret played a major role in the events of 1459, in barring the Yorkists from councils and successfully pushing for the attainders at the so-called Parliament of Devils.

**Arguments/factors challenging the view that Margaret of Anjou was politically influential between 1450 and 1459 might include:**

- as a woman, there were many constraints on Margaret's overt political power and her attempts to circumvent these led to much opposition
- as a French princess who had married the King, without a dowry and as part of the unpopular peace policy, she was widely distrusted. The secret surrender of Maine further added to this
- Margaret was rejected as a possible regent in 1453 and during their periods in power the Yorkists marginalised her
- until 1455, Margaret was mostly a secondary political figure. She was close to both Suffolk and Somerset but their disgraces added to her unpopularity and rumours of the nature of her relationship with both men undermined her further.

Margaret of Anjou grew increasingly influential across the 1450s. She initially remained well within the boundaries of customary gender roles and her influence was only indirect. However, as she came to realise that Richard of York posed a dynastic threat to her husband, and more particularly her son, she became more influential in organising opposition to him.

- 03** To what extent did Edward IV strengthen royal finances during the ‘decade of peace’ from 1471? **[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.

**Arguments/factors suggesting that Edward IV strengthened royal finances during the ‘decade of peace’ from 1471 might include:**

- tighter administration: cut fraud and embezzlement; commissioners investigated customs collection; customs collectors better paid; by-passed Exchequer to exert greater Crown control through King’s Chamber
- increased income from Crown lands: resumption and inspectors to oversee revenue collection; cut household expenses using the Black Book and the Ordinance of 1478
- exploited feudal rights: wardship; profits of justice; revenue of vacant bishoprics and other clerical taxes; collected benevolence
- encouraged and increased trade: provided political stability and promoted trade treaties; Crown involvement in expansion of wool trade
- boosted ‘extraordinary’ income through parliamentary taxation to finance war (e.g. 1473); subsidy for war with France; received pension from Picquigny (1475); took loans from merchants and the wealthy.

**Arguments/factors challenging the view that Edward IV strengthened royal finances during the ‘decade of peace’ from 1471 might include:**

- revenue of Crown estates and customs were insufficient for King to ‘live off his own’; enforced austerity, e.g. household cuts (weakening expectations of monarchy)
- parliamentary income unreliable; directly-assessed subsidy of 1472–3 viewed with suspicion by parliament (only half expected revenue collected); finances insufficient to have been able to cope with another French war
- finances weakened by gifts to nobility and international trade variable; the ‘Great Slump’ which had begun before the period of wars continued to c1480; smaller trades fluctuated more than the staples; Hanseatic trade affected by dispute with Edward IV to 1475, although expanded after this
- despite improvements, there was no clear accounting and 15th century problems of communication and an administration reliant on local gentry meant not all Crown finance saw its way to the royal coffers.

Measures to strengthen Crown finances, coupled with a revival in trade and a period of internal peace served to boost royal finances. The Crown became solvent through Edward IV’s determination and management. However, whilst Crown finances were augmented, ordinary income was insufficient on its own and the methods used were relatively precarious. There was still a good deal of inefficiency and there was still insufficient economic recovery to place the Crown in a permanently strong position.

- 04** 'It was the weakness of Richard III's position in 1484–85 that enabled Henry Tudor to take the throne.'

Assess the validity of 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 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**
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- 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.

**Arguments/factors suggesting that it was the weakness of Richard III's position in 1484–85 that enabled Henry Tudor to take the throne might include:**

- it was widely believed that Richard III had usurped the throne and a compliant parliament had endorsed this
- there was a widespread belief that Richard had organised the murder of the Princes in the Tower; his inability to counter this allegation made it difficult for Richard to retain support
- the death of his son and heir, Edward (1484) and his wife (1485), damaged his dynastic position
- Richard was unable to unite and reconcile the nobility to his rule; his harsh treatment of opponents, e.g. execution of Lord Hastings and Duke of Buckingham in 1483 had reduced his support by 1484–85
- Richard III's reliance on northern supporters weakened his position at Bosworth; key families were disloyal – most notably Henry Percy and the Stanleys.

**Arguments/factors challenging the view that it was the weakness of Richard III's position in 1484–85 that enabled Henry Tudor to take the throne might include:**

- Henry Tudor presented himself as the Lancastrian claimant to the throne and so gained the backing of remaining diehard Lancastrians, like Jasper Tudor and John de Vere
- Henry had the advantage of youth and no discreditable past history; his opposition to Richard had been steadfast – both during the Yorkist attempts to extradite him from Brittany and in his failed invasion of 1483, endearing him to Richard's enemies
- Henry publicly announced his intention to marry Elizabeth of York (who actually had a better claim than he did) before beginning his invasion. This gave a promise of unity and was vital in attracting the support, or at least neutrality, of Yorkists opposed to Richard III
- Henry used his heritage to win over key Welsh leaders like Rhys ap Thomas and William ap Gruffudd; their soldiers augmented his forces; he also gained the support of the Stanleys (through Margaret Beaufort – Lord Thomas Stanley's wife) who provided 3,000 men
- Henry showed his strengths at Bosworth; he acknowledged his own limitations and allowed experienced commanders – Earl of Oxford and Jasper Tudor to take control; battlefield actions lured Richard III away from his own forces to bring a Tudor victory.

Henry Tudor's success was heavily dependent on the problems in England caused by Richard III's usurpation and reign. Henry was (at least in part) supported by those who simply wanted Richard dead rather than actively wanted a Tudor king. Much of the support Henry received came from those who saw him as a means to achieve a 'true' Yorkist restoration. Although Henry was scheming and showed skill in 1485, Richard III had made many enemies and Henry Tudor benefited from his unpopularity.