

AS
HISTORY
7041/2B

The Wars of the Roses, 1450–1499

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

Mark scheme

June 2022

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 Examiner.

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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

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, ie 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.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the Battle of Barnet?

[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 having 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

- as the chronicle is sympathetic to Henry VI, the source provides evidence of how Lancastrian supporters reflected on the battle. This is a useful perspective to understand how the battle was recorded by the losing side
- the chronicle provides a Northern perspective, which holds value for how the events had been reported back to other parts of the country. The fact the author had such specific details of an event that took place nearly 300 miles away suggests the battle's importance and infamy
- in part, due to the provenance, the tone suggests the battle was very closely fought and that an element of bad luck for Warwick's army was the root cause of the defeat.

Content and argument

- the source identifies the Earl of Warwick was winning. This can be deemed valid as Hastings' flank had dispersed early in the battle
- the source demonstrates the impact of the weather. The dense fog did indeed create confusion regarding the livery, resulting in Lancastrian fighters turning on one another in error. The source is right to identify this as a key moment as this led to the deaths of Exeter and Montague
- the source holds value for identifying the battle was drawn out and began early. The battle did start at 4am as Edward IV silently marched his troops towards the Lancastrian camp – ensuring the battle began at the break of dawn. However, the source omits the battle began due to Edward's tactics, which may result from its provenance
- the source identifies the lack of unity and mistrust between the Lancastrian army. As Warwick had defected from Edward to support Henry, there were still question marks over where his and his brother's Montague's true loyalties lay. This is identified in the source where the Lancastrian troops quickly suspect treachery from Warwick's men.

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

Provenance and tone

- the source holds value as it was written as part of the official Yorkist account of the battle. This gives a clear view as to how the Yorkists wanted the battle to be remembered and recorded
- the source holds value as it was written shortly after the battle by a servant of Edward IV who is recognised as having close knowledge of events
- the tone is very celebratory of Edward IV and suggests that the outcome of the battle relied almost entirely upon his bravery and military prowess. There is also a good deal of religious language included to suggest God's support for Edward and his divine right to the throne.

Content and argument

- the source suggests that Edward IV's own military skill was crucial in securing the outcome of the battle. This can be validated by his tactics and military experience
- the source indicates that Edward IV had a huge number of passionate supporters in his forces. To an extent this may be deemed valid as Edward entered the battle with approximately 9 000, because men had flocked to him en route to London. However, it could be deemed misleading as Edward had fewer men than Warwick (15 000)
- the source holds value as it identifies the key purpose of the battle from the Yorkist perspective. It suggests Edward IV was rightfully regaining the throne and removing those who had been treacherous to him. Arguably, this was true as the battle ended once Warwick had been killed.

In arriving at a judgement as to which source might be of greater value, students might suggest that whilst Source B gives a useful insight as to how the Battle of Barnet was recorded and officially reported and may have had more direct knowledge of the battle than Source A. Source A gives more specific details on the key moments in the battle, making it more valuable for understanding the Battle of Barnet. The provenance of Source B limits the value significantly. Due to the purpose of the source, the focus and emphasis is heavily on Edward IV's personal influence in the battle which is arguably misleading.

Section B

0	2	'Political corruption was the main reason for Cade's rebellion.'
----------	----------	--

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**

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 supporting the view that political corruption was the main reason for Cade's rebellion might include:

- political corruption was a key cause of Cade's rebellion, as is seen in their manifesto where they demand the removal of 'evil councillors' surrounding Henry VI and ask instead for Henry to rely upon the counsel of Richard, Duke of York, who was in 'political exile' as Lieutenant of Ireland
- political corruption was also apparent at a local level. The rebellion began in Kent where Lord Saye had held the office of Sheriff of Kent and was known for corruption and extortion. He had also been appointed Lord Treasurer in 1449, much to the dismay of the people of Kent
- political corruption was also seen to have played a damning role in the French Wars. It was rumoured that the Duke of Suffolk and Duke of Somerset had both been recipients of bribes and secret deals to better themselves which had led to the loss of Normandy. This had brought particular strife to Kent.

Arguments challenging the view that political corruption was the main reason for Cade's rebellion might include:

- Cade's rebellion was caused by Henry VI's weak kingship. Henry VI had chosen to appoint Somerset as Lieutenant of France over Richard, Duke of York. The only reason this was not an overtly stated cause of the rebellion was for fear of treason and perhaps a belief that Henry was genuinely being manipulated by evil advisors
- Cade's rebellion was caused by local concerns. The Duke of Suffolk had been sentenced to a period of exile but was instead murdered aboard his ship and his corpse washed up in Kent. There were rumours that Henry was so angry that he planned on making Kent into a royal forest
- Cade's rebellion was arguably caused by loss of Normandy. The loss of Normandy signalled a huge failure in the French Wars and a huge shift from the victorious days of Agincourt under Henry V. The impact on national pride, as well as the attacks on Rye and Queensborough Castle may have been cause for the people of Kent to march upon London
- the economic decline and its impact on the people could be a cause of the rebellion. The Crown was in over £350 000 worth of debt, there was a trade embargo with Burgundy which meant cloth exports fell. This was the main feature of the nation's economy and with such poor prospects the people may have been garnered to rebel.

Students may wish to argue that political corruption was the root cause of Cade's rebellion as it was rumours of political corruption that led both to Suffolk's death and the loss of Normandy, which were two key causes of the rebellion. This can be evidenced from the rebels' manifesto and also their actions during the rebellion – putting Lord Saye on trial and having him executed for his crimes. Alternative arguments which are well substantiated should be equally rewarded.

0 3 'The most significant development in the War of the Barons, 1459/60, was the Parliament of Devils.'

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**

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 supporting the view that the most significant development in the War of the Barons, 1459/60, was the Parliament of Devils might include:

- the Parliament of Devils passed Acts of Attainder against the Yorkists so that the Yorkist faction had nothing left – they had lost all their lands, titles and inheritance, as had any of their heirs. This was a very significant development: it gave the Yorkists an ‘all or nothing’ mentality which led to the battles and political challenges which followed
- the Parliament of Devils was a significant development because it revealed how far Margaret was willing to go to wipe out the Yorkist threat to her husband and son’s kingship. It forced the nobles to choose a side and was a signal to the Yorkist faction that she would stop at nothing, arguably spurring them on
- the Parliament of Devils had a highly significant effect on public opinion. The very fact it adopted this nickname is suggestive of its impact on Margaret’s reputation and this fed into Yorkist propaganda
- another significant development was that the Yorkist faction was forced to regroup and develop strategies in exile. The Nevilles had fled to Calais already and Richard had gone to Ireland following Ludford Bridge; on the news of the Parliament of Devils they were forced into rethinking their strategy.

Arguments challenging the view that the most significant development in the War of the Barons, 1459/60, was the Parliament of Devils might include:

- the War of the Barons was a series of military events and engagements such as Blore Heath, Salisbury or Ludford Bridge, when Andrew Trollope defected to the Lancastrians and the Yorkist leaders fled abroad could be deemed far more significant
- another highly significant development was the number of notable deaths. Lord Audley was killed at Blore Heath, which was a blow to the Lancastrians. At Wakefield, Richard, Duke of York and the Earl of Salisbury were killed, increasing tensions and entrenching the rivalries even further
- the Act of Accord could be considered more significant as this changed the line of inheritance for the Crown, gave Richard the role of protector of the realm once more and led to one of the most significant battles of this period, Wakefield. By removing Margaret’s son from the line of succession, Richard had provoked her to such a degree that only his death would satisfy her
- the fact that the Yorkists took possession of Henry VI following the Battle of Northampton could be deemed more significant than the Parliament of Devils. This is because by gaining control of the King, the Yorkists were again holding the reins of power and this was most demonstrable with the passing of the Act of Accord in October 1460.

Students may argue that the most significant development was the Parliament of Devils, seeing this as an important catalyst to the other events of 1459/60, or they may choose to downplay the role of that Parliament and suggest that there were other equally or more significant developments in these years. All responses that are well substantiated should be equally rewarded.