



A-level HISTORY 7042/2B

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

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.

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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, assess the value of these three sources to an historian studying the First Battle of St Albans.

[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 source is a private letter to inform his family about the recent events – due to its purpose, the letter holds value for identifying how people viewed the battle
- the source offers a London perspective on the battle which took place approximately 25 miles away and would also see the immediate fall-out in the capital
- the source was written three days after battle, giving the immediate reaction to the battle and is therefore not damaged by hindsight
- given the author hoped that the letter would be ‘delivered in haste’ seems to suggest this was a significant piece of news that needed relaying to his family in Norfolk quickly so that they were informed. This suggests the battle and its impact could be significant and perhaps could have far-reaching consequences. The tone is informative.

Content and argument

- the source identifies the key nobles who were killed at the battle and this is, arguably, one of the most important consequences of the battle as it created a vacuum in Lancastrian leadership, allowing Richard of York to take power relatively unopposed. For example, York assumed control of Somerset’s castles in Wales
- the source suggests the numbers of people affected and killed. The source states that there was a ‘great multitude’ of people and approximately 120 people killed. This is fairly accurate and confirms the author had a good knowledge of the battle’s immediate effects
- the source identifies the political shifts that resulted from the battle. The source identifies that Richard, Duke of York, Warwick and Thomas Bouchier benefited from the Yorkist victory and this holds true as Richard resumed his role as Protector of the Realm following the battle. In addition, Salisbury was appointed Chancellor of the Duchy of Lancaster and John Wenlock (one of Warwick’s men) was made Speaker of the House of Commons
- the source identifies that Henry VI was unharmed in the battle. Whilst this can be contested, and therefore deemed a limitation, as Henry VI was in fact injured with an arrow to the shoulder in the battle, he was then moved to the safety of the abbey for the remainder of the battle.

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

- the source was written by, and addressed to, Italian clergymen. This holds value as it shows that clergymen in Europe were interested in the events in England and suggests the significance of the battle
- the source was written soon after the Battle of St Albans meaning it is able to give a clear indication of how the battle was reported and what the key results were believed to be at the time
- the fact that the knowledge of events had reached Bruges and that the author deemed it important to share with an Archbishop too suggests that the consequences of the battle were deemed newsworthy internationally
- the tone of the source is pragmatic but also speculative about the consequences. It suggests the battle and its impact have the potential to be disruptive and create problems internationally. However, the author seeks to reassure in the final section of the letter that Richard, Duke of York should bring stability following the conflict.

Content and argument

- the source holds value as it identifies the important deaths that resulted from the battle
- the source holds value as it identifies that Richard, Duke of York attended St Paul's and was awarded a full pardon. This was indeed the case. Richard also took part in a crown wearing ceremony following the battle at St Paul's to reaffirm his loyalty to Henry VI
- the source holds value as it suggests that Richard, Duke of York will resume his protectorate. This is valid as Richard held the protectorate again following the battle until February 1456
- the source further holds value for identifying that the battle affected a 'great part of the nobles' which is valid for assessing the impact of the battle, as it did lead to the development of blood feuds and further rivalries. However, the suggestion that the involvement and tension was widespread could be challenged by the formation of a middle party, limiting the value.

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

- as the official record of parliament, the source is highly valuable for understanding the official results of the battle and the impact on the personal reputation of the nobles involved, as well as Henry VI's wishes
- the source is written with the purpose of recording the battle and how the King wishes to deal with those involved. It further suggests there were rumours and gossip surrounding the nobles (who 'should be believed' and 'alleged') following the battle which needed to be quashed. This is valuable for understanding the impact of the Battle of St Albans as it shows that factionalism was a continuing concern which required parliamentary intervention
- the source holds value for understanding the impact of the battle as it was written 6 weeks after the battle and during the parliament which aimed to resolve the tensions that the battle exposed
- the tone of the source is assertive and suggests that there was a need to resolve the tensions promptly and without inviting further dispute ('rapid resolution'). Students might also suggest the source is overly optimistic in suggesting that 'perfect love and peace' may result from this parliament.

Content and argument

- the source holds value as it suggests that Richard, Duke of York and his allies are not blamed for the battle. This can be deemed valid as following the battle Richard was reinstated as Protector until February 1456. This corroborates the source's suggestion that Richard was entirely forgiven for his role in the battle
- the source holds value as it suggests that there might be some people who wish to complain and demand justice following the battle. This can be deemed valid as the Clifford family and the Beaufort family both sought, and were awarded compensation in this parliament
- the source holds value as it suggests Henry's response to the battle was focused on resolution. The Parliament of Reconciliation attempted to end the tensions and create 'perfect love'. This can be deemed valid as Henry did decree that the battle should never be spoken of again and pardoned all those involved, in an attempt to limit the impact of the battle
- the source can be criticised as Henry VI's attempts at closing down animosity failed, though the source presents a more optimistic version. Despite Henry's actions, the factions continued to develop in the years 1455 to 1459, resulting in further military conflict.

Section B

0 2 'Richard, Duke of York's actions were the main cause of political instability in the years 1456 to 1460.'

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**
- 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 supporting the view that Richard, Duke of York's actions were the main cause of political instability in the years 1456 to 1460 might include:

- Richard created instability because of his political manoeuvres. For example, he made his brother-in-law Treasurer and Salisbury was given role of Chancellor of the Duchy of Lancaster. Archbishop Thomas Bouchier remained in post as Chancellor as he became increasingly aligned with Yorkists. Warwick's man, John Wenlock, was made speaker of the House. These steps all increased instability and factionalism
- Richard created political instability because of his dynastic challenge to Henry VI and Prince Edward. In October 1460 Richard announced his claim to the throne which led to the Act of Accord being enacted. This caused instability to peak
- Richard created instability because of his military actions. He took up arms against the King at Ludford Bridge and Wakefield, firstly to reassert his position to challenge the Parliament of Devils and secondly to reaffirm the Act of Accord
- Richard created political instability because of his anti-Lancastrian rhetoric. For example, York released a manifesto condemning the use of conscription which Queen Margaret had introduced (he said it was a French invention).

Arguments challenging the view that Richard, Duke of York's actions were the main cause of political instability in the years 1456 to 1460 might include:

- rather than Richard causing military conflict, military conflict was prompted by the actions of Queen Margaret and her Lancastrian commanders. In the spring of 1456, Margaret went on progress up to Chester to canvass for support against the Yorkists and in December 1457 introduced conscription
- arguably, Queen Margaret deepened the political divides which caused further instability. Margaret called Warwick to council to answer charges of piracy in 1458. Then in 1459 she called the Parliament of Devils passing over 25 Acts of Attainder against the Yorkists provoking them to take up arms to reinstate their titles, lands and inheritance
- the cause of instability could be Henry VI's weak kingship. Henry's illness or reluctance to govern led to Richard taking charge for a second time, via a protectorate which ended in February 1456. Henry VI set up the hopeless Love Day charade of 1458 which aimed to reduce tensions by having the rivals walk through St Paul's holding hands – instead both sides arrived with armed retainers. Finally, he signed the Act of Accord in 1460 which disinherited his son and spurred Margaret on
- the cause of instability could be due to the actions of Warwick. For example, Warwick left Calais with 200 men at arms and 400 archers, leaving his uncle, Lord Fauconberg in charge without permission. On 21 September 1459 he marched through London, unopposed
- students could counter and argue that York aimed to create stability. He took part in the crown wearing ceremony following St Albans, worked with Edmund Tudor to subdue the Welsh rebel Gruffydd ad Nicholas, attempted to restore the Crown's finances with Acts of Resumption and by reforming royal household spending.

Students could argue that Richard created political instability by his actions as he used military force to obtain political advantage which provoked Margaret to respond in kind. Furthermore, his challenge for the throne in 1460 was the most ostentatious example of his desire to secure his own position. This revealed his complete disregard for the stability of the kingdom, as it was clear Margaret would never accept this. Alternatively, students may argue that Richard was prompted to act in this manner in an attempt to fill the void left by Henry VI's ineptitude and that once he embarked on this path, Margaret

was determined to remove the threat he posed to her son's right to inherit the throne and her actions forced him to respond with equal vigour.

0 3 In the years 1471 to 1478, how serious were the challenges to Edward IV's authority?

[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**
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- 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 supporting the view that in the years 1471 to 1478, the challenges to Edward IV's authority were serious might include:

- Edward IV was forced to execute his own brother, George, Duke of Clarence, in 1478. In the years 1471 to 1478 Clarence continued to cause Edward problems, contesting the distribution of the Beauchamp inheritance, demanding prominent marriages, executing people without following the correct processes and hiring a sorcerer to predict Edward's death. Clarence's flagrant disregard for Edward's authority suggests he was seriously challenged
- John de Vere, Earl of Oxford, raided Calais in 1472 and plotted with Louis XI in 1473, attempting an invasion via Essex. By September 1473, de Vere had successfully captured St Michael's Mount. It took another year to capture and remove de Vere, as one of the initial commanders charged with removing de Vere had sympathies for his position. This suggests Edward IV faced serious challenges from the nobility, aided by the French
- following the Battle of Barnet there was an uprising in Richmondshire and following Tewkesbury Thomas Neville, Bastard of Fauconberg, attacked London and the rebel force remained on the outskirts of the city for six days, suggesting that even after his military victories over Warwick and Prince Edward, Edward IV was still facing domestic threats
- the Woodvilles were still unpopular and were the source of factional rivalry. Hastings and Earl Rivers clashed over the control of Calais. Clarence was also infuriated that Edward considered matching Anthony Woodville with Mary of Burgundy over Clarence, inciting his treacherous behaviour all the more. Additionally, Earl Rivers deserted the Burgundian army in 1476, reinforcing the stereotype of the Woodvilles as self-serving. This proves Edward IV did face serious challenges that required careful management.

Arguments challenging the view that in the years 1471 to 1478, the challenges to Edward IV's authority were serious might include:

- Edward IV was not seriously challenged due to his successful control over nobility and the regions. Gloucester successfully manned the North, whilst Hastings controlled the Midlands and Anthony Woodville ensured Wales remained calm. The fact that there were no rebellions in these years is proof of the success and stability of his decisions
- Edward IV's main opposition had been thwarted by the end of 1471. The Lancastrians had been subdued as there was no credible alternative that they could promote for the throne, following the deaths of Henry VI and his son Prince Edward. This meant Edward was not seriously challenged as the limited anti-Yorkist actions were lacklustre
- by 1478, Edward IV had two, legitimate, male heirs. His youngest son, Richard, was married to Anne Mowbray in 1478. (They were 4 and 5-years-old at the time.) This allowed him to later assume control of the vast Mowbray estates. With his dynasty secured and further lands acquired, it could be argued Edward was therefore not seriously challenged
- Edward IV intervened more directly in law and order and appointed members of the royal affinity to the posts of sheriff and JP. This ensured that any challenges he faced were never serious in nature
- Edward IV's authority was never seriously challenged due to the improvement in royal and national finances. Between 1472 and 1475 he collected more taxes than any king since Henry V. These taxes were collected for a French expedition which resulted in no fighting. He also claimed benevolences from his nobles. The fact that there was no discontent as a result of these financial burdens suggests that Edward IV was never seriously challenged.

Students may wish to argue that whilst Edward IV may have faced some serious challenges in this period, they were ultimately without strong foundation due to the convincing defeat of the Lancastrians by the end of 1471. This ensured that other Lancastrian inspired challenges were deftly handled. Whilst the challenge from Clarence lasted until 1478, this was an aberration and lacking significant support to successfully challenge Edward IV. Furthermore, Edward's management of the nobility kept the factionalism (which prompted by the Woodvilles' promotion) in check until his death.

Alternative arguments which are well substantiated should be equally rewarded.

0 4 'By the end of 1484, Richard III was in an extremely weak position as king.'

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.

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Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that by the end of 1484, Richard III was in an extremely weak position as king might include:

- by 1484, Richard III's only legitimate child, son and heir, Edward had died in the April. His wife, Anne, became gravely ill only a few months later (and died in March 1485)
- by 1484, Richard also had significant problems with the nobility which would damage his position as king, as medieval kings relied upon a strong basis of noble support to run the kingdom effectively. He had already begun his reign as a 'Northerners' King'
- following Buckingham's Rebellion, a large number of nobles fled into exile and/or had Acts of Attainder passed against them, resulting in Richard planting some of his trusted Northern supporters in the South. Their lack of local knowledge and support hampered the remainder of his reign. For example, Edward Redmayne was moved from West Yorkshire and ended up Sheriff of Somerset and Devon – hated by the Southerners who he now had to control
- Richard's position as usurper meant that his authority was still contested and this irretrievably damaged his position as king. The rumours surrounding the disappearance of the Princes went unchallenged, allowing opposition against Richard to swell
- Henry Tudor was an established rival by 1484 which also damaged his position as king. In Rennes Cathedral on Christmas Day 1483, Henry had promised to marry Elizabeth of York. This cemented his position as a credible rival to Richard III.

Arguments challenging the view that by the end of 1484, Richard III was in an extremely weak position as king might include:

- Richard's position as king was still credible due to the military might he had in his possession. Richard had proven himself as an effective commander during his brother's reign at Barnet, Tewkesbury and against the Scots. He had also successfully and promptly dealt with Buckingham's Rebellion in October 1483. Furthermore, at Bosworth, Richard outnumbered Tudor's men (approximately 10 000 compared to Tudor's 5 000)
- Richard's position as king was also credible due to his proven good governance. Richard enacted financial and judicial reforms to stabilise the kingdom. Richard introduced bail for suspects and access to lawyers which was developed into the Council of Requests. He outlawed the unpopular practice of benevolences and did not ask for taxation. This would have stabilised his position as king as he was able to perform the key duties of kingship successfully
- Richard was also busily enhancing his image of kingship and piety. He made a royal progress twice in his short reign, awarded the Mayor of London a cup of pearls and gems at the Epiphany Feast in 1484 and had Elizabeth Woodville and daughters return to public life in 1484, awarding her 700 marks per year. This could be used to counter the argument that his position and reputation as a usurper of young princes weakened his kingship
- students could counter-argue that Richard was more successful with the nobility and those who he selected to help him govern than he is given credit for. 26 out of 54 of Edward IV's councillors continued to work for Richard III until the end of his reign – for example, Lord Dudley, Lord Audley and Ferrers. Furthermore, he appointed John Russell, the Bishop of Lincoln and a scholar, as Chancellor.

Students may conclude that Richard's position was significantly weakened by 1484 as there was such a wealth of opposition to his rule that now had a credible alternative to rally behind in the person of Henry Tudor. Whilst he still had some successes in his reign, the strength of the support of the 26 remaining councillors could be questioned, as amongst them were the Stanleys, who defected at

Bosworth and Northumberland who also failed to engage with much vigour. Alternative views which are well substantiated should be equally rewarded.