

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 2023

Version: Final 1.0



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, which of these two sources is more valuable in explaining the extent of the Lancastrian threat to Edward IV after the Battle of Towton?

[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

- Coppini was based in London in the aftermath of Edward's victory at Towton and in the early months of Edward's consolidation of power providing a useful insight as to how threatened he appeared to be at this time
- Coppini was writing to the Pope to update him on the situation in England, adding value to the source as he was informing the Pope of new developments as the situation developed. However, due to Coppini's support for the Yorkists he may be overstating the threat to secure the Pope's support
- the source's tone is mainly informative, providing details about the whereabouts of key individuals as well as some suggestion of rumour.

Content and argument

- the source suggests a dynastic threat from the Lancastrians as Henry VI, Queen Margaret and Prince Edward are at large. This can be proven by the fact Edward continued to search for Henry VI, finally capturing him in 1465
- Coppini suggests that the threat is increased by the fact that Henry VI has made an alliance with the Scots which has been confirmed with a marriage, consolidating the arrangement. This might be challenged, citing Edward's treaties with the Scots which blocked the Lancastrian threat
- Coppini suggests that there will be an invasion soon, suggesting the military threat is both severe and imminent. It may be suggested that Coppini is correct, as Scottish and Lancastrian troops did invade and take castles in the North East. However, this happened in 1463–4, so the claim of its immediacy may also be challenged
- Coppini suggests that the French will also offer their support to the Lancastrians, compounding the military threat and increasing their status by having the support of two foreign powers. It could be supported as Margaret did use French mercenaries, such as Pierre de Breze in this period.

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

Provenance and tone

- the author was a member of the council and therefore had access to key information, which is reflected in the good amount of detail in the source
- the author was writing after Edward IV's reign ended. Therefore, there is an element of hindsight which could be argued aids the source in understanding that the threat was dealt with effectively or alternatively argue that this means the extent of the threat is underplayed
- the source's tone suggests the threat was minimal. Use of phrases such as 'remnants of Henry's forces', 'frequently ended in the greater glory of Edward' suggest that the threat was marginal. This may suggest it is influenced by the author's background as a member of the council.

Content and argument

- the source identifies the sieges of castles in the North East. It may be argued this is valuable as a number of castles, such as Alnwick and Bamburgh, are captured by the Lancastrians and used as bases to attack from, revealing the threat Edward faced
- the source also suggests that the threat was not significant due to the weakness of the Lancastrian force. The impact of the hefty defeat at Towton could be cited to support this or challenged by Lancastrian successes in the North East
- the source identifies the effective action taken by John Neville to quell the threat. His success in battles, such as Hedgeley Moor and Hexham, can support this claim
- the source also identifies that many Lancastrians nobles were slain, representing a limitation in the political threat from the Lancastrians at the end of this period.

In arriving at a judgement, students might argue that Source A provides a clear understanding of how the threat was perceived, both in its nature and severity, at the start of the reign. However, students could also argue that Source A overstates the threat as Edward was able to make alliances with both France and Scotland, defeat all Lancastrian invasions in this period and remained on the throne despite these challenges. In contrast, students may argue that Source B has some distance from the events and therefore can provide an overview of the threat Edward faced, increasing its value. In reaching a final judgement, students may focus on the provenance to reach a convincing judgement. They could argue that the hindsight of Source B and the authorship, diminishes its value as it underplays the threat that existed; whereas Source A provides how the threat was viewed at the time, thus making it more valuable. Alternative views that are well supported should be equally rewarded.

Section B

0 2 'Queen Margaret of Anjou was the most significant influence on the developing factional rivalry, in the years 1456 to 1460.'

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 Queen Margaret of Anjou was the most significant influence on the developing factional rivalry, in the years 1456 to 1460 might include:

- Queen Margaret called the Parliament of Devils in November 1459 passing over 25 Acts of Attainder against the Yorkists. By taking this action, Margaret gave the Yorkists an 'all or nothing' position to fight from
- Queen Margaret moved council from London to Coventry in 1456, excluding Yorkists and increasing fear and tension
- Queen Margaret reversed Richard, Duke of York's decisions from his Second Protectorate and reissued key roles. For example, her affiliate, Lawrence Booth was made Keeper of the Privy Seal in 1456
- Queen Margaret ordered Lord Audley to intercept Earl of Salisbury in 1459, leading to the Battle of Blore Heath (the first in four years).

Arguments challenging the view that Queen Margaret of Anjou was the most significant influence on the developing factional rivalry, in the years 1456 to 1460 might include:

- Richard, Duke of York increased factional rivalry through his dynastic challenge. In October 1460 he demanded that the line of succession change, disinheriting Henry VI and Queen Margaret's son, Prince Edward in favour of Richard and his heirs. This had a colossal impact on factional rivalries
- arguably Richard's opposition up to November 1459 prompted Margaret to call the Parliament of Devils. In June 1459 he refused to attend the Council at Coventry. He then raised troops and was prepared to battle once more in October 1459 at Ludford Bridge and had intended to use the Calais garrison against the King, Henry VI. The military threat from Richard could be argued to enhance factionalism in this period
- Warwick also had a significant role in enhancing factionalism in this period. He refused to give up control of the Calais garrison to Somerset as per Margaret's orders, issued manifestos against Queen Margaret in 1458 and attacked the kingdom at the Battle of Northampton, taking Henry VI as prisoner
- students may argue that responsibility for the factionalism in these years rests with Henry VI. In April 1459 Henry issued a writ asking all lords to meet in Leicester on 10th May and reissued the order of conscription. Anytime council was called outside London, there was increased fear that Yorkists may be accused of treason. Furthermore, it was Henry VI who signed the Act of Accord, which led to the peak of factional tensions in the winter of 1460.

Students may argue that whilst Queen Margaret was responsible for factionalism in this period, she was responding to the changing political climate. It was the dangerous shifts in fortunes that made Queen Margaret take up increasingly strong positions against Richard, Duke of York to protect herself and her son. Henry VI was arguably responsible for allowing political dominance to vacillate between Lancastrian and Yorkist, rather than providing clear and consistent direction. This meant both sides felt vulnerable and were more likely to act in an extreme fashion, worsening the factionalism that had already been established. Alternative views should be equally rewarded.

0 3 'The First Battle of St Albans was the result of the clash between the Duke of York and the Duke of Somerset.'

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 First Battle of St Albans was the result of the clash between the Duke of York and the Duke of Somerset might include:

- York felt the loss of French territory proved that Somerset had been a poor choice for Lieutenant of France and the consequences of the loss of this territory allowed their rivalry to develop
- York had imprisoned Somerset in the Tower during Henry's illness and feared repercussions for this when Henry returned to health
- York was summoned to a Great Council prior to the battle and believed this was likely to accuse him of treason, as Somerset had been restored to his position of Chief Advisor to Henry. This encouraged York to obtain arms, leading to the battle
- York was seen as champion of good governance against the evil advisors who surrounded Henry by the commonweal. This fortified the Yorkists with the notion that their military actions would be supported.

Arguments challenging the view that the First Battle of St Albans was the result of the clash between the Duke of York and the Duke of Somerset might include:

- Henry VI failed to resolve the political rivalries and at times exacerbated them with his decision making. Henry VI's period of illness from 1453–1454 had left a power vacuum which increased rivalries, causing the battle
- other political rivalries also assisted the battle. For example, the Nevilles and Percies had a skirmish at Heworth Moor in 1453 and then joined opposing sides at St Albans
- students may argue that the battle occurred due to the unchallenged military build-up of both sides. Richard, Duke of York had first raised troops at Dartford in 1452, amassing 20 000. He did not receive any severe punishment for this and this emboldened other nobles. Furthermore, York saw force as a legitimate way of pressuring Henry to reconsider his position on issues, as it had temporarily worked at Dartford.

Students may argue that whilst the political rivalry between York and Somerset was at the heart of the battle, Henry VI's decisions and actions were the underlying cause. They may suggest that it was Henry VI's over-rewarding of Somerset that allowed the resentment to develop. Furthermore, Henry VI's failure to intervene and take decisive action when tensions began to emerge was crucial. Other students may argue that prior to the battle it was clear that York and Somerset were unable to work together and during the course of the battle it was clear York had one, sole aim, to remove Somerset. Therefore, the students may suggest that the rivalry was the most significant cause. Whilst Henry VI's weak kingship had allowed the rivalries to develop, students could argue that the nobility had previously managed to work together with some success. However, by 1455 the political rivalry between York and Somerset had reached a zenith, causing the battle. All well-argued and well-supported responses should be rewarded, whatever view is adopted.