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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 2023

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 Buckingham's Rebellion.

**[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

- written by Richard III (or under his orders), the letter gives an insight into how Richard viewed the rebellion, the actions he took and how he wanted the rebellion to be perceived by others, adding to the source's value
- the letter was written to the city of York, which had strong affiliation to Richard, due to the palatinate of the North he held under Edward IV's reign. The fact Richard is asking for their support could be used to show how he was pragmatic in responding to the threat
- the purpose of the letter is to request supplies, which is also valuable in understanding the rebellion required military opposition to quell it, and that the threat required an urgent response, in Richard's view
- the language used displays the contrast between the loyalty Richard anticipates from York ('trusty', 'well beloved') and the Duke of Buckingham ('traitorous'). This makes the rebellion sound like a fight between good and evil.

### Content and argument

- Buckingham's treachery is identified as the cause of the rebellion – given offices granted (eg Constable of England), though no explanation other than Buckingham's evil nature
- identifies that Richard aimed to suppress the rebellion with force and was in need of additional military support. This is valid as Richard raised troops from Leicester and nominated the Duke of Norfolk to raise men to block the groups of rebels from joining forces in the South East
- the timeline of the rebellion is highlighted. The date of the letter and date that he requires troops by creates a sense of urgency. This could be supported by the fact the rebellion began early, giving Richard an opportunity to quash the rebellion early
- students may argue the source is misleading as it suggests Buckingham intends the destruction of the people/city of York. However, the leading aim was to unseat Richard and actions were only planned in the South.

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

- the value of the source is weakened by closeness to Tudors, but strengthened as it does not overly condemn Richard
- Thomas More was writing to create a history of Richard III's reign and therefore the source could be deemed valuable as he used multiple sources to compile his history, which is suggested within the source
- the source was published 30 years after the rebellion. Students may argue this aids the source by providing distance from the events or suggest this hampers the value as the usurpation of Richard III and his short-lived reign allow for rumours and speculation to be developed and accepted
- the tone is speculative. 'Some say' and 'wise men' suggests that there is rumour and speculation about the causes of the rebellion and clear that More has his own, anti-Buckingham view.

**Content and argument**

- identifies that the causes of the rebellion are disputed. Students may argue this is valuable as Buckingham's personal motivations are unclear and the involvement of Bishop Morton, Margaret Beaufort and Elizabeth Woodville are all significant
- identifies the central role of Buckingham in the causes and events of the rebellion and provides a range of reasons including inheritance, greed and ambition and the potential that Buckingham was manipulated by Bishop Morton (an ardent Lancastrian)
- identifies the potential role of Richard III in causing the rebellion by his poor handling of Buckingham and his requests. Students may argue this is valid as Richard did mishandle relations with the nobility or they may challenge and suggest Richard had already well-rewarded Buckingham for his support
- suggests the rebellion came as a surprise and happened very quickly after Richard's ascension to the throne. This can be deemed valid as Buckingham submitted the petition to parliament to have Richard recognised as king in June and was involved in a plot to have him removed by October.

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

- the author was in London at the time of the events, which was both the seat of power and where the rebellion was instigated, as well as close to the other counties set to rebel
- as an alderman, increased his access to detailed accounts, which matches with the source and enhances its value for understanding the details of the rebellion
- as the source was published during the Tudor period, it is better able to address Richard's failings and any responsibility he may have for the rebellion, increasing the source's value
- the tone is very matter of fact and certain. Although it identifies rumours, it is definite in that these were the causes of the rebellion and certain in how the events then played out.

**Content and argument**

- identifies that the rebellion was instigated and carried out by members of the nobility and gentry. This could be supported as a number of noble figures including the Marquis of Dorset, Thomas Grey and Sir Robert Willoughby were at the heart of the plans
- identifies that the rebellion was caused by the execution of William Hastings. This could be supported as Richard's ruthlessness may have prompted them to look for an alternative candidate who was less volatile
- the deaths of the princes as a key cause could be supported in a number of ways, for example Elizabeth Woodville, the boys' mother, supported the rebellion

- identifies that during the rebellion Buckingham's supporters 'had not come to him'. This could be supported as there was a failure of the rebels to amass as planned, however, this was due to miscommunication of dates rather than lack of appetite for rebellion.

**Section B**

**0 2** 'The Battle of Wakefield significantly weakened the Yorkist faction in the years 1460 to 1461.'

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 the Battle of Wakefield significantly weakened the Yorkist faction in the years 1460 to 1461 might include:**

- the Lancastrians were victorious and their army marched South with increased morale, whilst the Yorkist faction's military reputation was damaged
- the battle caused the deaths of the Yorkist leaders; Richard, Duke of York and the Earl of Salisbury. This meant that the Yorkist leadership switched to Edward, Earl of March, who was only 18-years-old at the time
- the King of France heard of the Lancastrian victory at Wakefield and opened the harbours of Normandy for Queen Margaret and the Lancastrian faction. This weakened the Yorkists as the Lancastrians had support from both Scotland and France
- Wakefield proved Queen Margaret was determined to destroy the Yorkist claim. Queen Margaret ordered for Richard, Duke of York's head to be placed on a spike on the gates of York, as a warning to any others who might support the Yorkists.

**Arguments challenging the view that the Battle of Wakefield significantly weakened the Yorkist faction in the years 1460 to 1461 might include:**

- the Battle of Wakefield did not change who had control of Henry VI and London. Both of these were unaffected by the outcome of the battle and therefore the Yorkist position was not significantly weakened
- the victory at Wakefield did not have a lasting, military impact as the Yorkists were able to regroup and fight on with victories at Mortimer's Cross and most significantly, Towton
- Margaret's troops were also allowed to pillage after Wakefield, en route to London, creating fear. Warwick used this to create anti-Lancastrian propaganda, gaining the Yorkist faction arms, loans and men to defend the South from the Lancastrian army
- Edward, Earl of March (later Edward IV) quickly proved himself to be an effective leader, following the death of his father. His military prowess at Mortimer's Cross and Towton, as well as his quick decision to go to London to be named king proves that Wakefield did not significantly weaken the Yorkists.

Students may argue that whilst Wakefield led to the death of significant figures, such as Richard, Duke of York, ultimately the Yorkist faction continued to develop and ultimately, Richard's son was able to gain the throne in 1461. The defeat at Wakefield had the potential to significantly damage the Yorkists, especially because Edward, Earl of March was so young and inexperienced. However, Edward quickly proved himself to be an effective and determined leader, settling any concerns about the faction. Alternative views which are well supported should be equally rewarded.

- 0 3** To what extent were the quarrels between the King and the Earl of Warwick, in the years 1464 to 1470, due to the marriage of Edward IV and Elizabeth Woodville?

**[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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- 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 quarrels between the King and the Earl of Warwick, in the years 1464 to 1470, were due to the marriage of Edward IV and Elizabeth Woodville might include:**

- the impact of Edward IV's marriage on the marriage market amongst the nobility was significant. Warwick was angered at the limitations for marriages for his own daughter and family due to Elizabeth's large family and the need for appropriate marriages
- Edward also awarded members of the Woodville family with lands, titles and positions, whilst Warwick's family influence waned. For example, Elizabeth's father became treasurer, whilst Warwick's brother was removed as Chancellor in 1467
- the marriage also had an impact on Warwick's personal reputation both at home and abroad. Warwick was seen as Edward's leading advisor up to this point. Yet the marriage took place without Warwick's knowledge
- the marriage led to the quarrel as Warwick felt Edward was jeopardising both of their positions by antagonising the French and Edward felt Warwick wanted too much control
- Edward's marriage arguably influenced his foreign policy. By marrying Elizabeth he had caused tension with France, who Warwick was trying to negotiate terms with. Furthermore, Edward favoured Burgundy, who Elizabeth's mother was connected to.

**Arguments challenging the view that the quarrels between the King and the Earl of Warwick, in the years 1464 to 1470, were due to the marriage of Edward IV and Elizabeth Woodville might include:**

- Warwick and Edward also became distant due to Edward's increasing reliance on 'New Men' such as William Hastings
- Warwick and Edward had differing views on foreign policy. Edward sent Warwick to negotiate with the French, whilst at the same time he negotiated 8 anti-French treaties, infuriating Warwick
- Edward blocked Warwick's daughter from marrying his brother, George, Duke of Clarence. Warwick was especially angered by this and it caused Warwick and Clarence to become closer
- Warwick saw himself as a kingmaker and when he realised he lacked control over Edward he looked for a new candidate – in the shape of Henry VI. He signed the Treaty of Angers to return Henry VI to the throne and remove Edward.

Students may argue that whilst there were numerous issues between the Earl of Warwick and Edward IV between 1464 and 1470, the root cause of their dispute lay in his decision to marry Elizabeth Woodville. The marriage appeared to have a significant impact on domestic and foreign politics which Warwick could not abide and from this point the relationship between the two men was irretrievably damaged.

**0 4** 'Henry VII's management of his foreign policy was the main reason why he was able to defeat Perkin Warbeck.'

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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- 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**
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## Indicative content

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**Arguments supporting the view that Henry VII's management of his foreign policy was the main reason why he was able to defeat Perkin Warbeck might include:**

- Henry used foreign policy to offer marriage to subdue Warbeck's threat. For example, James IV quickly abandoned Warbeck when he was offered the hand of Margaret Tudor in return for withdrawing support for Warbeck in the Treaty of Ayton, 1497
- Henry used economic sanctions to limit the threat from Warbeck. For example, in 1493, Henry issued a trade embargo against Burgundy due to Margaret of Burgundy's continued support for Warbeck
- Henry also used trade negotiations to hamper Warbeck's foreign support. In 1496 Intercursus Magnus trade agreement with the Netherlands included a clause which stated that neither country was to aid the other's rebels
- Henry used military pressure to force the French to stop their support for Warbeck (and any other pretenders). For example, he arranged for an invasion and besieged Boulogne in 1492 which led to the Treaty of Étapes in November 1492 which included a promise from Charles that he would no longer give any assistance to any pretenders to the English throne
- Henry also gave up support for Brittany, who had given him refuge during Richard III's reign, proving he was willing to set aside traditional loyalties to defeat Warbeck via foreign policy.

**Arguments challenging the view that Henry VII's management of his foreign policy was the main reason why he was able to defeat Perkin Warbeck might include:**

- Henry's domestic actions limited Warbeck via executions of key nobles, for example, Stanley and use of bonds of allegiance, limiting support for Warbeck in England
- by having two sons and naming his youngest, Henry, Duke of York and by negotiating the marriage with Spain, Henry sought to ensure his dynasty continued and made Warbeck illegitimate
- Henry used loyal nobles and their influence to limit support for Warbeck. For example, the Earl of Surrey was tasked with keeping the North in check and monitoring the border with Scotland
- Warbeck's weak domestic support was a key reason for his defeat. For example, despite rebellions against Henry in the North and Cornwall, neither region was keen to support his questionable dynastic claim
- the weakness of Warbeck's claim was another key reason for his defeat – Henry's spies proved Warbeck was an imposter and his fragile foreign support made his claim seem dubious.

Students may argue that Henry's proactive foreign policy was a key reason for Warbeck's defeat as it was foreign support, rather than domestic that enhanced Warbeck's threat most significantly. In England, there was little appetite to support him and therefore whilst Henry's domestic actions contributed to Warbeck's defeat, it was his diplomacy abroad that was most crucial in ending Warbeck's threat. Finally, whilst Warbeck's claim was also questionable, the support from other countries made him appear more legitimate and so foreign policy again to force these countries to withdraw their support was key. Alternative arguments should be equally rewarded.