



**GCE**

**History A**

Unit **Y135/01**: England 1445–1509: Lancastrians, Yorkists and Henry VII

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2016**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.



All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

2. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix  
 3. Here is the mark scheme for this question paper.

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Use your knowledge of the career and character of Richard, Duke of York to assess how useful Source C is as evidence of the motives for his return to England in 1460.</b></p> <p><b>In discussing how Source C is useful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that it offers a range of reasons for the return of Richard, Duke of York to England and specifically points out explanations were ‘varied and different’.</li> <li>• <b>Answers might consider</b> that Source C mentions that ‘the older and wiser’ suspected Richard sought the Crown.</li> <li>• <b>Answers might consider</b> that the source’s apparent conclusion is borne out by the events of 1460.</li> <li>• <b>Answers might consider</b> the provenance of Source C and the contemporary nature of the writing.</li> <li>• <b>Answers might consider</b> that the source does not mention the reasons behind the quarrels amongst ‘the lords’, why there was a need for reform nor why Richard had been absent from England.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the source, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
2	<p><b>Using these three sources in their historical context, assess how far they support the view that the problem of an over-mighty nobility was the main cause of the outbreak of the Wars of the Roses.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does or does not support the view</b>, answers might refer to the obvious criticism of the actions of the Duke of Somerset.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might discuss the bitterness of the Duke of York following his own removal from command in France as well as his rivalry with Somerset.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might point out the circumstances in which the Duke of York gave this speech, explaining his need to justify his outright opposition to the king and the policies pursued by the Court, especially given the suspicion that he had been involved in Cade's rebellion.</li> <li>• <b>In discussing how Source B does or does not support the view</b>, answers might refer to the obvious criticism of the King, his mental state and his financial policies rather than the ambitions of nobles. The reference to 'greedy counsel' emphasises the author is aware of the influence of people around the king but, nevertheless, blame is laid squarely at the door of the king himself. Unlike Source A, the emphasis is on domestic policy rather than the failure in France, again emphasising the direct responsibility of the king himself who had delegated his powers in France to others.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might comment on its origins in the exact</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement about the issue in the question.</li> <li>• To be valid judgements they must be supported by accurate and relevant material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme.</li> </ul>

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	<p>year when the ‘Parliament of Devils’ had done its utmost to blame the country’s ills on the Yorkist faction.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source B,</b> answers might comment on the effects of Henry’s policies on the state of royal finances.</li> <li>• <b>In discussing how Source C does or does not support the view,</b> answers might point out the reference to ‘the older and wiser’ believing Richard, Duke of York was motivated by ambition on returning to England in 1459. However, answers might go on to point out the lack of explanation for Richard’s absence from England as well as the lack of explanation for quarrels between the ‘lords’ and the need for ‘reform’. The source does not seek to take into account the effects of Lancastrian attacks on Richard for some dozen years before 1460 and instead seems, ultimately, to be on the side of the ‘lord king’, without appreciating the justification for Richard’s ‘argumentative’ attitude nor the fact that there had been potentially favourable opportunities for Richard to push his ‘hereditary right’ – for example, during his two protectorships – when he had signally failed to do so.</li> <li>• <b>In discussing the provenance of Source C,</b> answers might comment on the fact the chronicler might well have been carried away by Richard’s actions in 1460.</li> <li>• <b>In discussing the historical context of Source C,</b> answers might suggest far more attention needs to be paid to the full picture behind the outbreak of the Wars of the Roses.</li> </ul>		

Question	Answer/Indicative content	Mark	Guidance
3*	<p><b>‘Richard of Gloucester was only able to seize the throne in 1483 because of the mistakes made by Edward IV during his reign’. How far do you agree?</b></p> <p><b>In arguing the failings of Edward IV provided the most important reason for Richard of Gloucester’s seizure of the throne,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> his failure to resolve the factional differences at court, for example between the Woodvilles and Lord Hastings.</li> <li>• <b>Answers might consider</b> his tendency to rely on his own personality to rule rather than to seek institutionalised reform of the Crown’s power in relation to the nobility, for example noting his failure to institute the Act against Livery and Maintenance of 1468 and his continued reliance on over-mighty nobles even after his defeat of the Earl of Warwick in 1471.</li> <li>• <b>Answers might consider</b> his approval of the almost unprecedented power of Richard of Gloucester who replaced and exceeded the position of his father-in-law, the Earl of Warwick, forcing, for example, the Percies to accept him as overlord in 1474.</li> <li>• <b>Answers might consider</b> his unwise treatment of the Duke of Buckingham, who was consistently excluded from positions of influence despite being one of only 6 dukes in England.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the reason.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not they are assertions.</li> <li>• Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>In arguing the failings of Edward IV were not the most important reason,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the ruthless nature of the ambition of Richard of Gloucester, for example, considering evidence such as the virtual civil war against Clarence which he fought in the Midlands over the Warwick inheritance between 1472 to 1474 and his treatment of Lord Hastings in June of 1483.</li> <li>• <b>Answers might consider</b> the inescapable implications of the accession of a minor who was unable to fulfil the role of warlord and therefore was always unlikely to attract the loyalty of his nobility.</li> <li>• <b>Answers might consider</b> the inherent weaknesses of the fifteenth century crown, for example considering the problems of bastard feudalism.</li> <li>• <b>Answers might consider</b> the mistakes of the Woodvilles, who had seemingly alienated important members of the nobility such as Hastings and Buckingham but had failed to create for themselves a foundation of support which reached beyond the favour of Edward IV; answers might also consider the apparent failure of Earl Rivers in April, 1483 to appreciate the extent of the threat posed by Richard of Gloucester.</li> </ul>		



Question	Answer/Indicative content	Mark	Guidance
4*	<p><b>How successful was the domestic policy of Henry VII? In arguing Henry VII's domestic policy was successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> his successful removal of Yorkist opposition to his dynasty, for example his victory at the Battle of Stoke over Lincoln, his treatment of Clarence's son and his treatment of his wife's sisters.</li> <li>• <b>Answers might consider</b> his successful redefinition of relations between crown and nobility through his use of attainders as well as bonds and recognizances and the 1504 prohibition of retaining.</li> <li>• <b>Answers might consider</b> the improvement of royal finances during his reign, for example examining Henry's use of the Chamber and his Acts of Resumption as well as the increased revenues from crown lands and the Book of Rates of 1507.</li> <li>• <b>Answers might consider</b> the improvement of local administration and the operation of justice during his reign, for example examining the legal reforms of 1495 and the extension of the powers of the JPs.</li> </ul> <p><b>In arguing Henry VII's domestic policy was not successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the extent and length of Yorkist rebellions such as that led by Warbeck.</li> <li>• <b>Answers might consider</b> the strains his policies towards the nobility engendered and the tension felt at the end of his reign, for example examining the need to imprison Dorset and Courtenay as late as 1508 and the recognition of the need for a changed approach on the part of his heir.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to how successful his domestic policy was.</li> <li>• At higher levels candidates might establish criteria against which to judge success.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not they are assertions.</li> <li>• Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"><li>• <b>Answers might consider</b> the strains created by his financial exactions, for example considering both the Cornish and Yorkshire rebellions.</li><li>• <b>Answers might consider</b> the unpopularity of the personnel he employed such as Empson and Dudley as well as the delight expressed at his death by men such as Mountjoy and More.</li></ul>		

## APPENDIX 1

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10]</b>
<b>Level 5</b> 9–10 marks	The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question.
<b>Level 4</b> 7–8 marks	The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed.
<b>Level 3</b> 5–6 marks	The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question.
<b>Level 2</b> 3–4 marks	The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question.
<b>Level 1</b> 1–2 marks	This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question.
0 marks	No evidence of understanding or reference to the source.

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 2: How far do the three sources support the view? [20]</b>
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.
<b>Level 3</b> 9–12 marks	The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.
<b>Level 2</b> 5–8 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
<b>Level 1</b> 1–4 marks	This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the
0 marks	No evidence of understanding or reference to the sources.

	<i>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.</i>
	<b>Generic mark scheme for Section B, Questions 3 and 4: Essay [20]</b>
<b>Level 5</b> 17–20 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 13–16 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported
<b>Level 3</b> 9–12 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–4 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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